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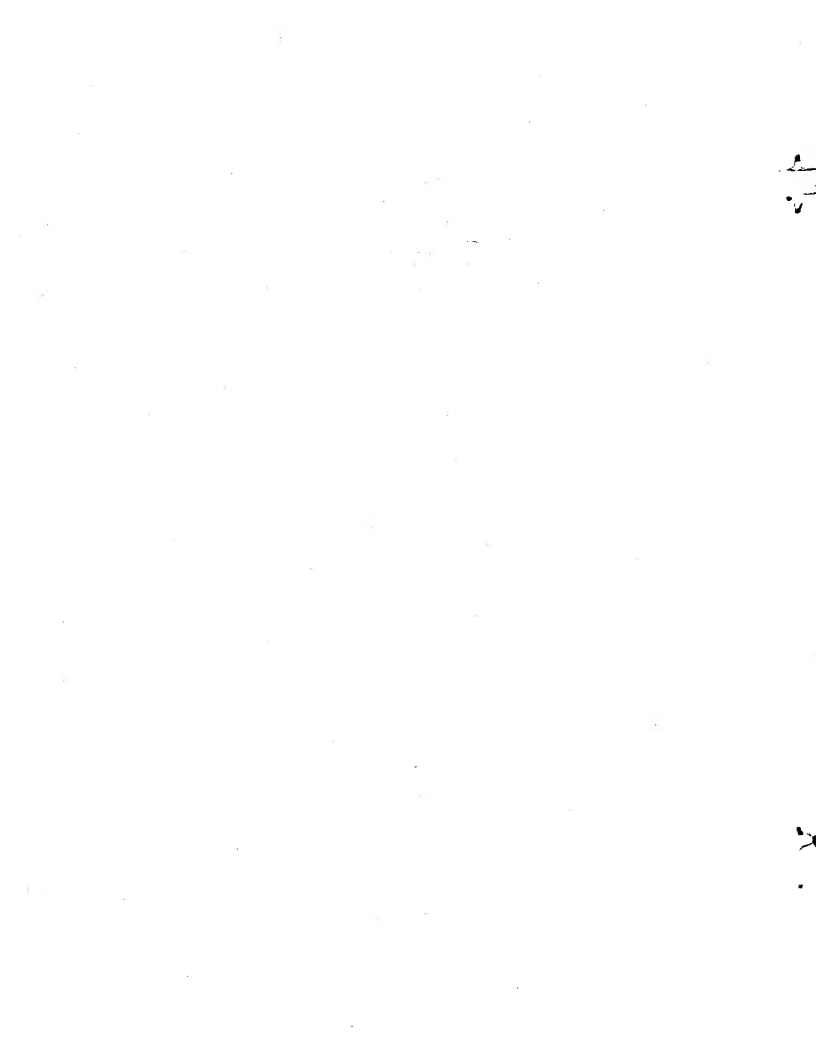
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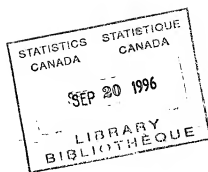
**Sociocultural Variables
Supervisor's Manual**



Automated Coding



ACS



Automated Coding
Sociocultural Variables
Supervisor's Manual

Prepared by: Census Operations Division
Social, Institutions and
Labour Statistics Field

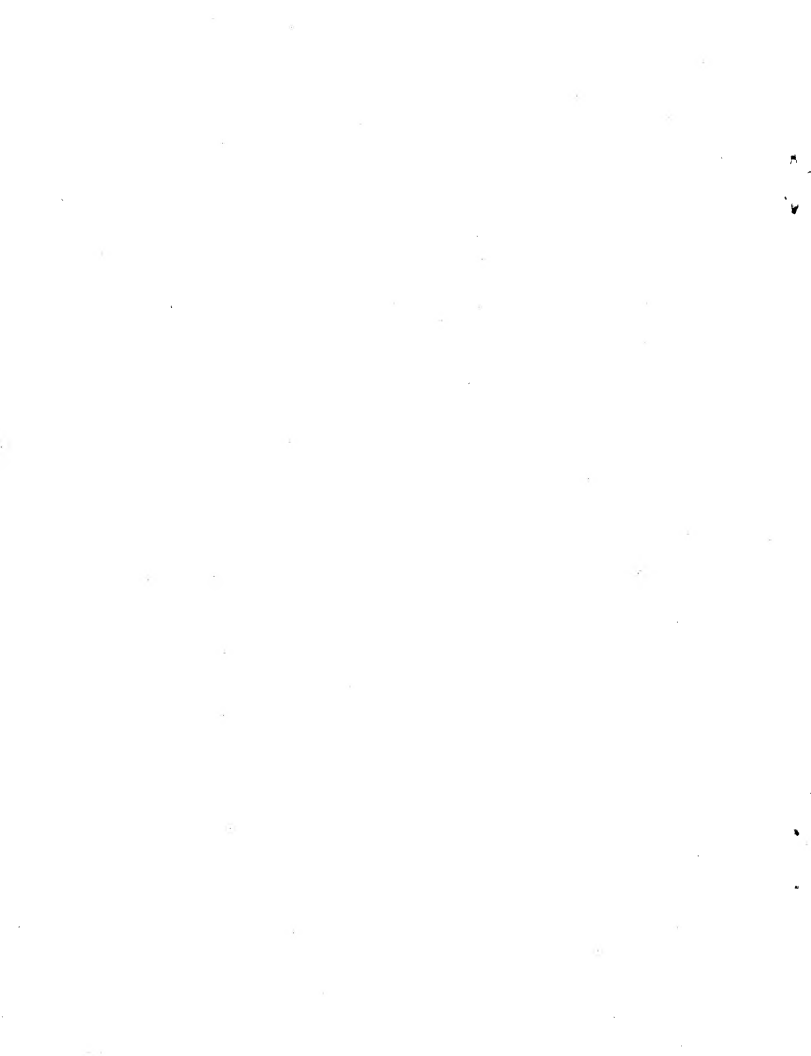
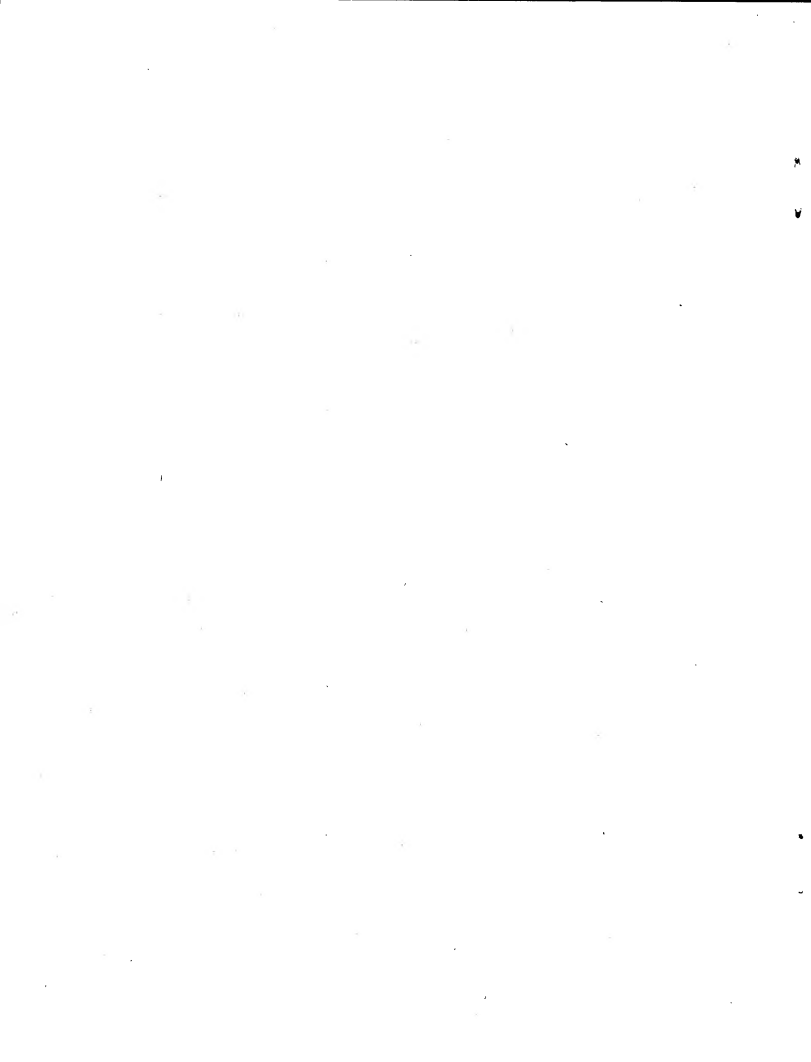
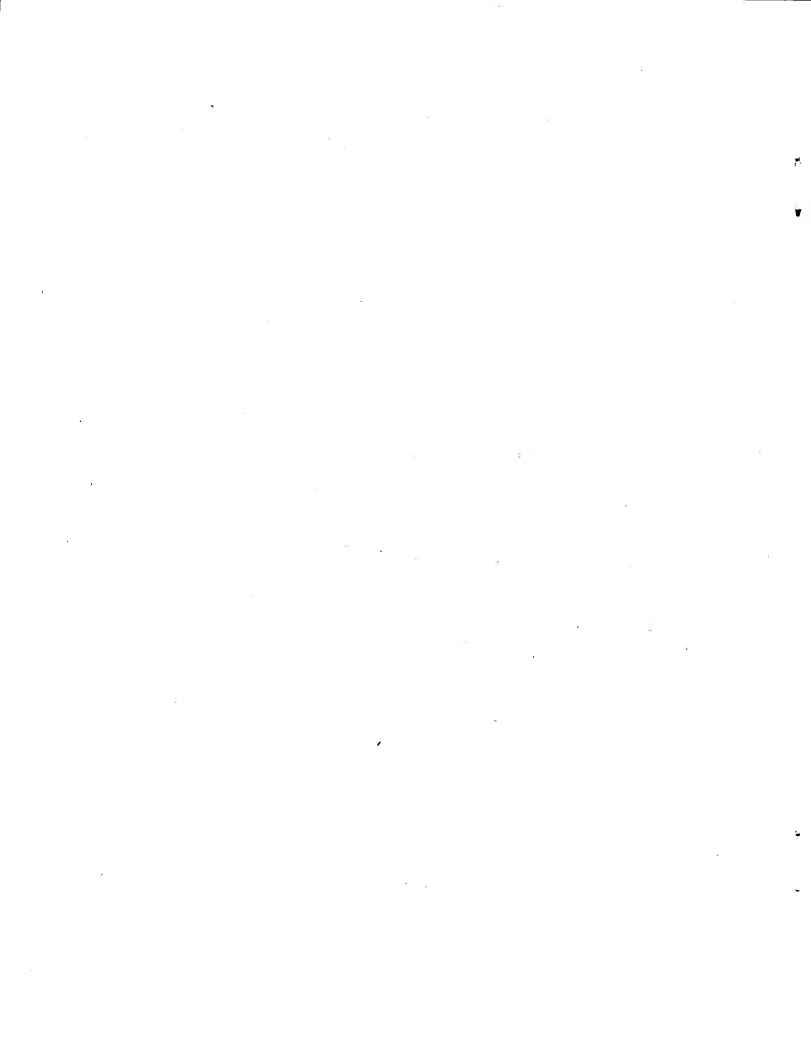


Table of Contents

I. Introduction.....	1
II. The Supervisor's Role	3
A. Duties	3
B. Supervisory Techniques	4
C. Organization of the Operation	7
D. Management Information System (MIS)	10
III. Administrative Policy.....	13
A. Recording Hours Worked.....	13
B. Distribution of Pay Cheques.....	14
IV. Discipline Policy	15
A. Discipline.....	15
B. Complaints	15
V. General Techniques of Instruction	17
A. Training Environment.....	17
B. Hints for Good Implementation	17
C. Training Materials	18
D. Check-list of Training Needs.....	19
E. List of Activities.....	20
F. Helpful Training Hints.....	21
1. Welcome.....	21
2. Employee Handbook	22
3. Introduction to Census and Automated Coding	23
4. Procedures Manuals/Training Guides.....	24
Language Variable	25
Place of Birth and Citizenship Variables.....	42
Indian Band/First Nation Variable.....	59
Ethnic Origin Variable.....	74
Place of Residence 1 Year and 5 Year Ago Outside Canada Variable	85
Place of Residence 1 Year and 5 Year Ago Inside Canada Variable	94
Major Field of Study Variable	106
5. Users Guide.....	123
6. Training Database Exercises	124
Language Variable	125
Place of Birth Variable.....	134
Citizenship Variable.....	136
Indian Band/First Nation Variable.....	138
Ethnic Origin Variable.....	140
Place of Residence 1 Year and 5 Year Ago Outside Canada Variable	142
Place of Residence 1 Year and 5 Year Ago Inside Canada Variable	145
Major Field of Study Variable	148
7. Summary of Key Points	149



Appendices.....	151
Appendix 1 - ATRS	151
I. Accessing the ATRS - Census Module.....	151
II. Time Reporting	152
II.1 Entering Your Time	152
II.2 Entering Employee Time.....	153
II.3 Leave Capture	153
II.4 Overtime Hours.....	153
III. Schedule.....	154
IV. Changing your Password	154
V. Generation of the COD Monthly Report	154
VI. Program Element Listing	156
Appendix 2 - Form H-910 Work Force Report.....	157
Appendix 3 - AC Attendance Report	159
Appendix 4 - Leave Application Report.....	161
Appendix 5 - Extra Duty Pay and Shift Work Report (EDR).....	163

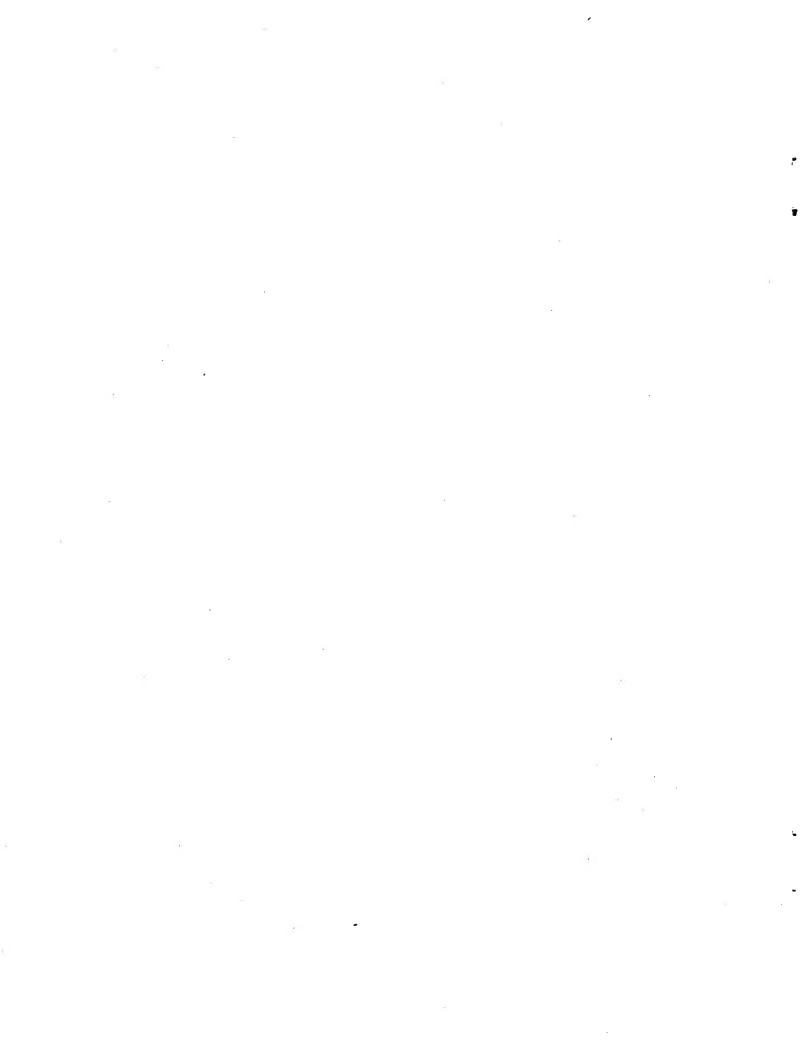


I. Introduction

This manual contains instructions for processing supervisors and is intended for use in conjunction with other Automated Coding manuals.

This manual will assist you in the implementation of procedures for the timely processing of the 1996 Census of Canada.

Changes may occur in this or any other Automated Coding manual. Be sure to insert changes immediately upon receipt and have your staff do likewise.



II. The Supervisor's Role

A. Duties

As supervisor, you should possess a complete knowledge and understanding of all aspects of the operation in which you will be working, by reading and studying the Automated Coding manual(s) for the variable(s) to which you will be assigned. Once you have been trained and assigned to a specific variable, your duties will be the following:

1. to assist the Assistant Processing Manager in training of staff assigned to your variable.
2. to implement, as directed by the manuals, all procedures for the operation, including controls and other related functions.
3. to ensure that all your staff are notified of any procedural changes, and that instruction manuals are updated accordingly. Ensure also, by carrying out spot checks, that only the authorized changes are being made by your clerks. Take corrective action, if necessary.
4. to assume responsibility for the work and conduct of clerks in your work area by ensuring that work done by them meets the required production standards.
5. to identify problem areas or divergences from the stated instructions. If the problem is in your own area only, take corrective steps. If the problem concerns other areas as well, determine if the problem is a discrepancy in the actual procedures, or simply a problem which you cannot solve and consult the Assistant Processing Manager.
6. to solve your own immediate personnel problems, going to your Assistant Processing Manager for advice. If possible, recommend a solution to the problem which you can present to your Assistant Processing Manager.
7. to control and discipline staff in accordance with established procedures in order to maintain timely and efficient processing.
8. to maintain a suitable working environment and a positive staff morale.
9. to keep a record of what has happened in your work area, so that you will know exactly what has been done and why it has been done, e.g., problems and solutions. (Refer to the sections on supervisor's daily diary page 8 and Management Information System (MIS) on page 9.)

B. Supervisory Techniques

The supervisor has a dual role. You have a responsibility not only to your Assistant Processing Manager, but also to your staff. Your ability to represent both sides fairly and accurately will be a determining factor in your success as a supervisor.

It is up to you to ensure that all employees in the group are producing the best work of which they are capable. To help you, certain basic supervisory techniques are outlined below. They can help you to avoid some problems and errors that might keep you from accomplishing your job.

1. One of the most important responsibilities as a supervisor is to ensure that each employee in the work area meets specified standards by producing work of the highest quality and quantity of which he/she is capable. This can be achieved by effective utilization of manpower, which means that the supervisor must know each of his/her employees in such a way as to be able to assess work capabilities. In order to realize the full potential of employees, draw on your human relations skills in order to:
 - (a) gain the respect and loyalty of the staff;
 - (b) show a sense of interest and pride in your staff for the work they are doing;
 - (c) try to keep a continuously high level of morale in your work area;
 - (d) be an advisor and teacher;
 - (e) guide the development of your subordinates.

If you can achieve these objectives in your work area, your job and their job will be easier and more enjoyable and, above all, they will work at their full capacity.

2. Know your operations thoroughly. Understand all aspects of the jobs and tasks which you supervise.
3. Set a good example in punctuality, temperament, neatness, initiative, efficiency, tact, etc.
4. Do not present yourself as a "know it all". If there are questions you cannot answer, say so, and obtain the correct answer from your Assistant Processing Manager.
5. Plan and delegate work in advance. Select and place workers carefully. Keep your staff busy without driving them. Assign work fairly.

6. Try to find out your staff members' individual work habits and idiosyncrasies to help you in the assignment of various tasks.
7. Direct your staff with clear instructions and in a friendly manner. Do not shout or yell. Make sure your instructions are understood by all. This can be done by:
 - (a) asking whether there are any questions;
 - (b) asking questions of the clerk; and by
 - (c) checking the work initially to see that it is being done properly.
8. Explain not only how, but also why things should be done.
9. Be visible. Do not wait for employees to come to you for help. Walk through your work area often, ask questions and be of assistance.
10. Maintain consistent standards of conduct, performance and quality:
 - (a) make sure that all staff know these standards, and in particular that they know their individual quotas;
 - (b) make sure that goals are realistically set with the average worker in mind; and
 - (c) abide by safety and security measures.
11. If an employee does not meet his/her quota, help him/her to organize work habits to increase output.
12. Make sure that new or transferred employees learn their job correctly. Spend extra time with such employees until you are sure they can perform the job as well as the others. Make a new staff member feel at home.
13. Make sure that all staff members have access to any manuals and materials they may need. Always be available for your clerks.
14. Always follow up new written instructions as provided by your Assistant Processing Manager and ensure that they are inserted in sequence in the correct manuals, and that they are implemented.
15. Appreciate and acknowledge honest effort and above average work. Give credit where credit is due. Commend and encourage the individual(s). In cases of poor work, investigate and solve the problem, but avoid laying blame. Perform retraining where applicable.

16. Maintain discipline fairly and consistently. Do not discipline a clerk in front of other staff members. Make your reprimand as impersonal as possible and do not lose your temper. Leave the clerk with a feeling of wanting to improve, not one of being bitter toward you and the job.
17. Do not promise anything that you are unable to deliver, and deliver as promptly as possible on all promises you do make.
18. Present a consistent set of values, backing up your words with actions.
19. Show flexibility by being able to adapt to change when change is necessary.
20. Always be honest with your staff. Do not lie or evade.
21. Find out and pass on information which is helpful to employee interest and morale. Good communication is vital to the organization.
22. Be open-minded. Welcome suggestions and be willing to discuss them. If they have merit, pass them on, giving credit to the person who proposed them. Promoting staff participation may increase motivation, commitment, enhance the quality of the work performed and encourage a high level of goal accomplishment resulting in job satisfaction.
23. Show a personal and genuine concern for your staff about their problems and their well-being.
24. Be loyal. Be willing to accept responsibility for all things affecting your team.
25. Treat all clerks fairly. Let each clerk know where he/she stands, and what is expected of him/her. There should be no favoritism or prejudice: it will only cause disharmony within the group.
26. Create relationships with associates by:
 - (a) co-operating with other supervisors;
 - (b) co-operating with staff officers and other persons in the organization;
 - (c) being able to admit your own mistakes if and when they occur, and learn from experience;
 - (d) accepting criticism graciously;
 - (e) permitting the interchange of good workers between operations if this is possible;
 - (f) promptly referring matters requiring the attention of associates.

C. Organization of the Operation

In addition to your duties as outlined in Section A, there are several aspects to your job which require your special attention in order to run a well-organized operation.

1. Operation Set-up

Your Assistant Processing Manager will explain how to set up the work area in your operation. If you have any ideas to improve the set-up, discuss them with your Assistant Processing Manager. If changes in the set-up improve the work flow or simplify the operation, record these changes (attaching a sketch if necessary) and forward them to your Assistant Processing Manager. It may be found that other censuses or operations could benefit from these changes.

2. Stationery and Equipment Requisition

Should additional material be needed in your operation, you will be responsible for preparing a list of materials which you need for your staff, i.e. stationery and office supplies. This list should include a description of the items needed, the amounts required, your name and location, and should be given to your Assistant Processing Manager. A justification for the supplies should also be included. The Administrative Clerk will be responsible for follow-up on the requisitions.

3. Changes to Procedures

From time to time, you will be given procedural changes to implement. If the change is in the form of a directive, be sure that your staff fully comprehend the contents. Ensure that each person inserts the required changes in their manual. Check later to ensure that each person is implementing the new procedures.

4. Retraining

If you find that your staff is uncertain about a procedure, it may be necessary to retrain them on a specific point. In the final analysis, it could save time to stop them all from working and generally discuss the problem. Training rooms are available if the session is lengthy. Your Assistant Processing Manager is available if you require his/her help.

5. Staff Meetings

You will be required to attend regular staff meetings with your Assistant Processing Manager and special sessions with census officers. In order that these sessions accomplish their objective, it is necessary that you be honest and give a true report of the facts. Full participation by you involves relaying instructions to your staff and reporting their progress and opinions.

6. Problem-solving

You will find that you are called upon to answer a great many questions, particularly in the first week of the operation. Remain calm. If you are positive of the answer, give it; if not, say that you are not sure, but that you will find out. Check your manual. If you find the answer, refer the clerk to the manual. Be sure that he/she understands the instructions. If you are not able to find the answer, be sure to relay it to the person who originally questioned you. Never guess and never be ashamed to say that you don't know, but that you will find out.

With the complexity of the census operation, it would be impossible to anticipate all of the problems; therefore, you may find that your Assistant Processing Manager has to investigate further in order to find an answer.

Only when you have exhausted all reasonable avenues in resolving problems yourself, should you request that your Assistant Processing Manager step in. This is not to say that you must not keep your Assistant Processing Manager aware of problems outstanding. Indeed, as long as a solution is pending, you report the problem as one in abeyance. When a reasonable length of time has passed (in most cases 2 working days) and you have followed up on the problem at least twice and no solution is in sight, document the proceedings to date in a short memo, and formalize a request for your Assistant Processing Manager to step in.

Aside from solving the problems mentioned above, it is also your responsibility to ensure that they are documented in detail in your daily diary.

7. Supervisor's Daily Diary

Keep notes in your daily diary with regards to operational duties and your supervisory responsibilities. Suggestions for changes, problems encountered in the operation or training - all of these comments from you are of vital importance in planning the next census. Take five minutes a day and detail key points - at the end of the operation, you won't remember them, so write them down as you go along.

(a) Problems

These may include such things as work flow, work areas too cluttered, supplies, administration, pay, overtime cheques, personality conflicts among your staff, depressed or bored clerks, instructions not understood by staff (staff lateness, absences, etc.), and **all disciplinary actions taken.**

(b) Solutions

List the steps you took to improve or correct these situations. If you were unable to improve or correct the problem, give the reasons. Also indicate whether you sought help and from whom, when, and who provided information.

Complete a page each day in your supervisor's daily diary. It will be useful for evaluation at the end of census processing. An example of a diary page is shown below.

Terminals down, unable to perform any work.	See manager.
Pay cheques. Clerks have not received any pay after five weeks employment.	Admin. clerk - 2:30 pm.
Procedures manual not understood. Several clerks not clear concerning System QC.	Re-training necessary. Stopped work and explained procedures to deal with SQC.
Two clerks continually late for work, take extended breaks: John Moore (CR-02), Sarah Williams (CR-02).	Notified Manager. Obtained authority to issue verbal warning with Production Supervisor present at 3:00 pm.

To respect confidentiality rule, your diary should be locked in your cabinet when you are away from your office.

D. Management Information Systems Reports (MIS Reports)

The Management Information Systems reports allows for the analysis of data including resources consumed, the amount and type of information collected, as well as the quality and reliability of the information. The data collected through the Interactive Coding System as well as that collected through other resource tracking systems is used for MIS reports analysis.

MIS reports will be produced and provided to senior and operational managers on a weekly basis throughout the production period. The information presented in these reports will be used in the evaluation of the progress being made during the production phase in comparison to the pre-production plans developed and will allow for the modification or the development of alternative plans if they are required in order to maintain the processing schedules.

MIS reports outline the status of the ongoing activities, including progress made, the appearance of any issues that need to be addressed in order to ensure that the processing schedules are met, as well as highlights any milestones which have been attained.

MIS reports are a valuable and necessary tool, not only to monitor and report the progress of ongoing activities but also to help identify successes and problem areas and to make recommendations for the future.

The two MIS reports which will be an integral part of your weekly routine include the COD Monthly Report and the General Coder Statistics for Interactive Coding report.

The COD Monthly Report produced with data from Form H-910 (see section III.A.2 on page 13) is used to compare data captured with the data in the database.

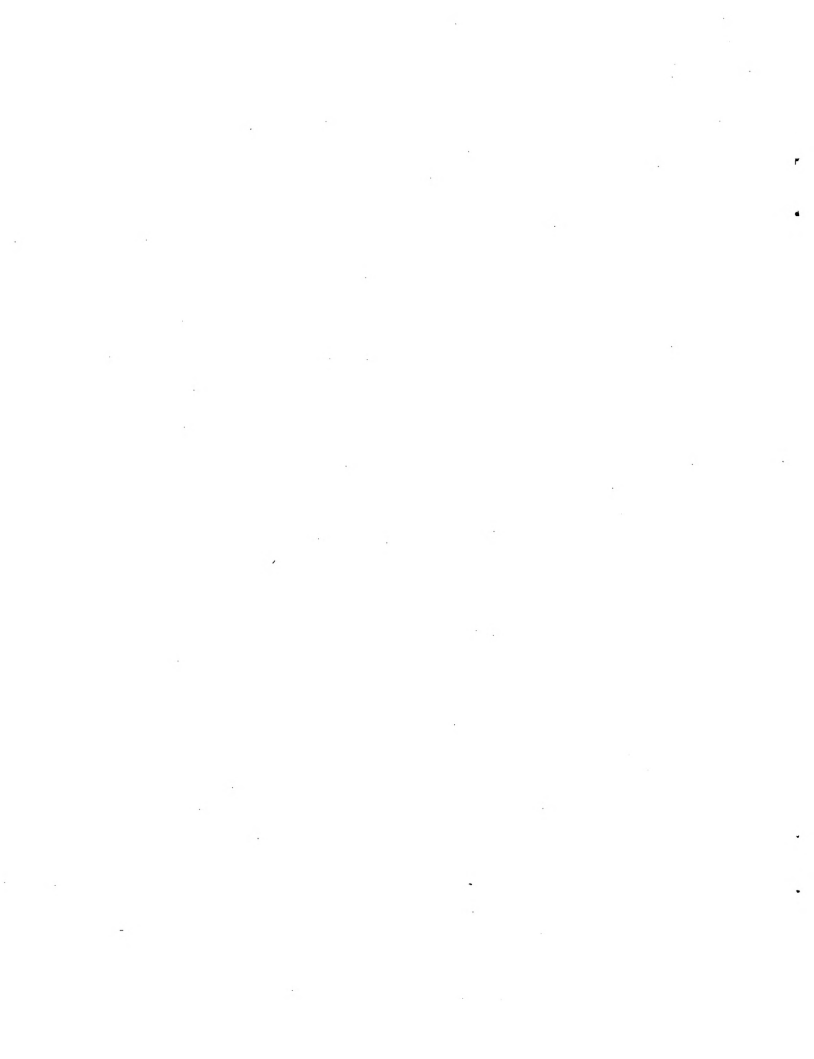
The General Coder Statistics for Interactive Coding report is produced and provided to each supervisor on a weekly basis. This report provides information on quantity and quality of responses coded and referred to expert coders for each of your staff members.

1996 CENSUS OF POPULATION / RECENSEMENT DE LA POPULATION 1996												
AUTOMATED CODING / CODAGE AUTOMATISÉ												
GENERAL CODER STATISTICS FOR INTERACTIVE CODING / STATISTIQUES DES CODEURS AU CODAGE GÉNÉRAL												
FOR THE PERIOD / POUR LA PÉRIODE												
FROM / DU 17/08/96 / TO / AU 21/08/96												
VARIABLE: MOTHER TONGUE 2B / LANGUE MATERNELLE 2B												
Production												
Quality / Qualité												
Id												
Family name / Nom												
First name / Prénom												
Write-ins / Réponses												
Refred / Références												
Coded / Codées												
Units / Unités												
Lots												
Rej												
W-i / W-i												
Ref												
Cod.												
Est.												
Errs												
Tier 1 / Niveau 1												
2	DELIND	JOHN	14	5	9	3	2	1	14	5	9	5
	(DELJOH)	% Rates / Taux:		35.71				50.00		35.71		55.56
	Totals / Totaux		14	5	9	3	2	1	14	5	9	5
				35.71				50.00		35.71		55.56
	Averages / Moyennes		14.0	5.0	9.0	3.0	2.0	1.0	14.0	5.0	9.0	5.0

The General Coder Statistics for Interactive Coding report is a valuable tool for you as a supervisor, in that it provides you with a snapshot of the production rates for both the individual members of your team and for the group as a whole. This report will help you pinpoint the strengths and weaknesses within your team which will help you determine how your staff is producing both on an individual basis and as a group as well as helping you to determine if any of your staff require additional training or conversely, if a particular individual could be capable of coding at a higher level. For example, you may find that the quality of an employee's work is very good, but that he/she is extremely slow. While we emphasize quality rather than speed, it still hampers any operation to have a very slow person on staff. Watch how much work the clerk is doing, and ascertain if time is wasted talking or day-dreaming. Suggest a way in which production could be increased. If you find that a clerk is not able to work at a faster pace in spite of your comments, speak to your Assistant Processing Manager. On the other hand, some clerks will work very quickly and still produce quality work, while others attain high rates of speed at the expense of accuracy. If you notice during your spot checks that the quality is poor and the quantity of work performed by a clerk is quite high, mention that slowing down would improve the quality. Fast but sloppy work results in more rejects, and this slows the process down. Follow up and check this clerk from time to time.

If you ascertain that the quality is good even though the person works quickly, you have an extremely valuable employee - encourage this person!

These reports will be of great help to you when producing your own weekly reports which will be provided to the Assistant Processing Manager. Weekly reports should contain the following information: outstanding coders, problem coders, statistics on coding (coding, referral and error rates), attendance, late and absence records, recommendations and/or suggestions.



III. Administrative Policy

This section describes administrative procedures and general guidelines and regulations applicable to all Automated Coding operations.

Information on administrative policy is included in the Employee Handbook for reference by all employees.

A. Recording Hours Worked

1. Automated Time Reporting System (ATRS)

The ATRS module specifically designed for Census Operations Division is used by the 1996 Census processing personnel.

This module permits the registration or data capture of information relating to the number of hours worked to be broken down by project. Complete procedures on how to use the ATRS can be found in Appendix 1.

2. Daily Attendance

Attendance records for each employee must be kept on a daily basis using the Form H-910 - Manpower Report (see Appendix 2).

This form covers a one-week period ending every Friday. The H-910, for all your staff must be submitted to the Assistant Processing Manager before 9 a.m. every Friday for approval. Each coder must record 7.5 hours each day specifying the "activity" (worked hours, leave without pay, leave with pay, etc.) (Late adjustments will be made on the next week's form). After the forms have been approved, they must be captured by each supervisor in the Automated Time Reporting System (ATRS).

3. Recording Lates

An employee is considered late if he/she arrives in excess of five minutes after the scheduled start time in the morning or afternoon or after break or lunch. The late employee must report to the supervisor.

Lates are recorded on an Attendance Report Form (see Appendix 3). The number of late minutes is entered, then the employee enters his/her initials in the appropriate place.

The five-minute rule, however, must not be an excuse for employees to be able to arrive late several minutes repeatedly. If such a practice persists, these persons should be spoken to. Once an employee has reached a total of 30 minutes late, you must request the completion of a Leave Application Report (see Appendix 4). The supervisor must indicate on the Attendance Report Form that a request for Leave Application and Absence (code 999) Report was submitted to administration.

Note: In this case, the H-910 (code 9999) will reflect the Leave Application and Absence Report for this day.

4. Recording Absences

If the employee is absent, this must be indicated on the Leave Application and Absence Report in the area for the appropriate day of absence. A completed Leave Application and Absence Report must also be submitted to Administration. Should an employee be absent for two consecutive days, the supervisor must submit a Leave Application Report to the Administrative Clerk. In this case, the supervisor will sign the form and have it approved by the Assistant Processing Manager. Upon the employee's return to work, the supervisor informs the employee that a leave request is already submitted and ask him/her to initial it.

5. Recording Overtime

An extra Duty Pay and Shiftwork Report (see Appendix 5) must be completed for each employee who works overtime. The completed forms are submitted to the Assistant Processing Manager after each period of overtime.

B. Distribution of Pay Cheques

All employees are paid every second Wednesday. The Administrative Clerk will give you the cheques for your staff. You will distribute the cheques and have each employee sign the pay list, which is then returned to the Administrative Clerk. If an employee is absent, return the cheque to the Administrative Clerk; do not retain any cheques yourself. When the employee returns, send him/her to the Administrative Clerk to obtain the cheque.

Do not attempt to answer questions about cheques or deductions. Questions or requests are to be recorded on a **round trip memorandum for pay** with all of the necessary information (i.e. name, operation, supervisor, and problem), and then submitted to the Administrative Clerk.

IV. Discipline Policy

As a supervisor, you may be called upon to take disciplinary action for some of your employees during the processing period for their failure to meet standards of attendance, work performance or personal behavior. The Assistant Processing Manager **must** be consulted before any disciplinary action is taken. Information on the discipline policy is included in the Employee Handbook for reference by all employees.

A. Discipline

Any disciplinary action which you take with regards to an employee for his/her failure to meet any of the previous regulations or standards must be based on your own common sense and be within the regulations. When you do have to discipline an employee, remember these guidelines:

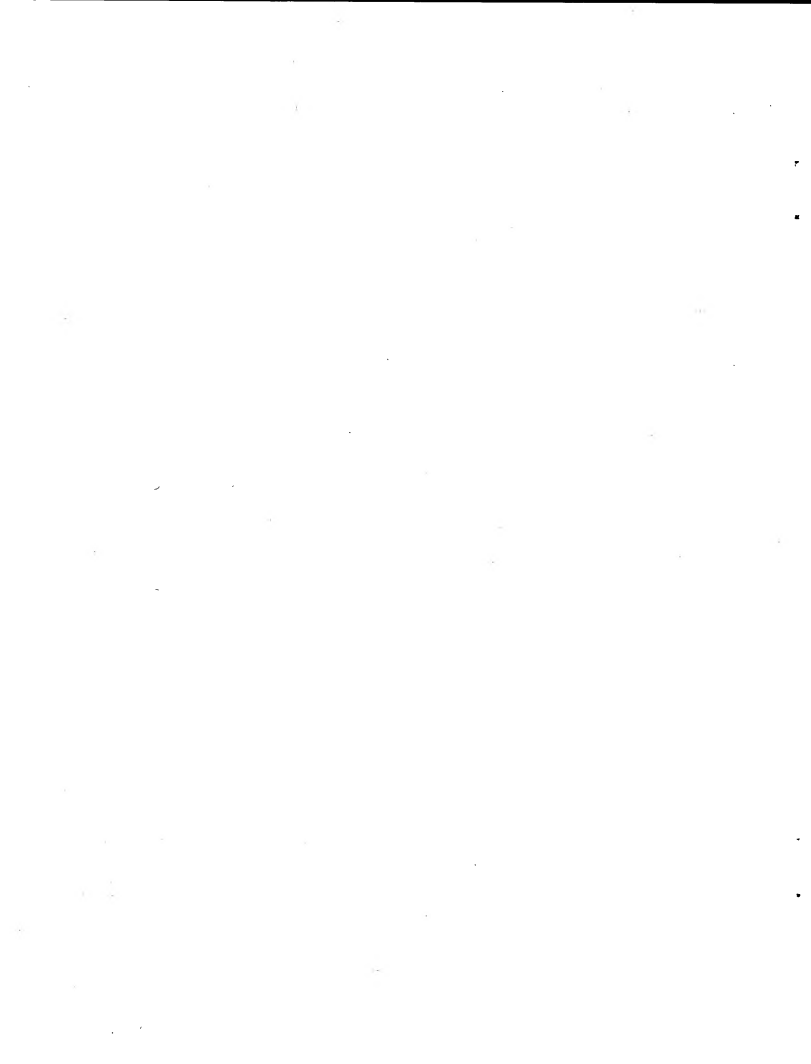
- discipline as promptly as possible;
- be calm;
- get all the facts;
- ensure privacy of discussion;
- discipline when deserved;
- permit the employee to explain;
- leave the employee anxious to improve;
- be consistent.

Your Assistant Processing Manager is always available for consultation concerning discipline. Be prepared to present facts, not gossip. Always document in writing any action taken or discussions held with an employee concerning discipline, as well as the event which led to it.

B. Complaints

Settle causes for complaint promptly between the persons concerned, if this is possible.

If problems cannot be settled at your level, you must report them to the Assistant Processing Manager.



V. General Techniques of Instruction

The purpose of this section is to provide you (as the trainer) with detailed instructions which will enable you to conduct the training program efficiently.

It is extremely important that you do everything possible to ensure that your trainees attain a high degree of knowledge and understanding of their tasks. In doing so, you will be creating a solid framework upon which you and your staff can operate as an efficient and effective processing team.

A. Training Environment

In order for a training session to be effective, it is important that you provide your trainees with an environment which is as conducive as possible to receiving and understanding the training material. You can create this environment by applying the following suggestions for preparing and presenting a training session.

1. Develop a thorough understanding of the subject.
2. Assemble all of the training materials and/or equipment as required (see "Check-list of Training Needs"). This should be done prior to the training session.
3. Equip the training area with tables, chairs, spare paper, pens, pencils.
4. Have sufficient light in the training area.
5. As much as possible, ensure that the training area is at a comfortable temperature and free from external distractions.

B. Hints for Good Implementation

Following are some general instructions which relate to training as a whole rather than to any particular portion of the AC training programs. These are:

1. Introduce yourself at the beginning of the session.
2. Be punctual.
3. Be enthusiastic, confident and patient.
4. Speak clearly.
5. Always ensure that all trainees have fully understood the information presented before proceeding to the next item of training.
6. During the question/answer periods, direct questions to specific trainees, rather than to the class as a whole.

7. Do not name the trainee to whom the question is directed until after the question has been asked.
8. Emphasize to your trainees that, if they do not know answers to questions directed to them, they should admit so. Perhaps the instructions (or questions) were ambiguous and, therefore, require clarification.
9. Never be afraid to say "I don't know" when asked a question. You are not expected to remember everything. If you don't know, say so, and add: "I'll make a note of that and find out for you". Then ask your Assistant Processing Manager for an answer. If he/she doesn't know, he/she will find out for you.
10. Let the trainees know that you are there to assist them as much as possible; encourage rather than discourage questions.
11. Make sure your trainees take their normal coffee-breaks.
12. Thank trainees for their attention and adjourn the session.

C. Training Materials

All the training material required for the training program has been prepared for you. The program makes use of the following instructional techniques:

1. verbal introduction of topics and review sessions;
2. self-instruction training guides;
3. practical exercises.

The training program has been designed with the intent of minimizing the amount of verbal presentation to be given by you in favor of maximizing the degree of self-instruction by the trainee through the use of workbooks and exercises.

This type of self-instruction program, however, does not in any way lessen the importance of your role as a trainer. It does, however, change your role from that of a verbal lecturer to that of a point of reference for the trainee from which he/she can receive guidance, assistance and encouragement as necessary. The self-instruction workbooks permit the trainees to develop, at their own pace, an understanding of the operation and to correct any misunderstandings about the subject without delay.

D. Check-list of Training Needs

It is suggested you place a check mark in the appropriate column as each item is obtained. Ensure that you have obtained all the necessary materials/equipment before starting the training program.

1. Manuals and Documentation

- * Supply of H-902, Employee Handbook (1 per trainee)
- * Supply of IAC, Introduction to Census and Automated Coding (1 per trainee)
- * Supply of procedures manuals and training guides for your variable(s):
 - Language Procedures Manual (PROCEDURES MANUAL)
 - Language Training Guide (L-2)
 - Place of Birth Procedures Manual (POB-1)
 - Indian Band/First Nation Procedures Manual (IBFN-1)
 - Indian Band/First Nation Training Guide (IBFN-2)
 - Ethnic Origin Procedures Manual (EO-1)
 - Ethnic Origin Training Guide (EO-2)
 - Place of Residence 1 Year and 5 Years Ago Outside Canada Procedures Manual (MBO-1)
 - Place of Residence 1 Year and 5 Years Ago Outside Canada Training Guide (MBO-2)
 - Place of Residence 1 Year and 5 Years Ago Inside Canada Procedures Manual (MBI-1)
 - Place of Residence 1 Year and 5 Years Ago Inside Canada Training Guide (MBI-2)
 - Major Field of Study Procedures Manual (MFS-1)
 - Major Field of Study Training Guide (MFS-2)
 - Citizenship Procedures Manual (CIT-1)
 - Citizenship and Place of Birth Training Guide (CIT-2)
- * Supply of 2A and 2B questionnaires

2. Systems

- * Ensure that all trainees have access to the system.

3. Miscellaneous

- * Extension cord (if required)
- * Supply of pencils, erasers and note pad
- * Name cards
- * Flip charts and stand
- * Felt markers
- * Other tools you feel may be useful.

E. **List of Activities**

1. Verbal introduction to the training session
2. Talk on security and confidentiality, on fire evacuation/safety and accident
3. Reading of "Employee Handbook" (H-902)
4. Question/answer period on "Employee Handbook"
5. Talk on Form H-910, ATRS and Health Unit
6. Talk on Ergonomics and Logistics
7. Reading of "Introduction to Census and Automated Coding" (IAC)
8. Question/answer period on IAC
9. Verbal introduction to the training process
10. Introduction to your variable(s)
11. Reading/exercises and review/correction period on your variable(s)
12. Summary of key points on your variable(s)
13. Sociocultural system training in class
14. Training database exercises
15. Review/correction period
16. Summary of key points

F. Helpful Training Hints

1. Welcome

When conducting the training program, you should follow these training instructions very carefully. They are designed, when followed step by step, to make it easier for you to include every aspect of the training efficiently.

Once all trainees have arrived and are seated, introduce yourself and the program.

SUGGESTED INTRODUCTION:

Good morning, welcome to the Census Operations Division, and specifically to Automated Coding. My name is _____ and I will be your trainer for the next four days.

Please, write your first name on the cards provided. (*Hold up card with your name on it.*) Write in large and clear letters so that I will be able to see it.

The operation that you have been assigned to is called Automated Coding.

Your training will include various methods of instruction such as presentations, self-instruction training guides, transparency presentations and some on-the-job training. Among the program will be question/answer periods, written and practical exercises. At the end of today's training period, we will take a tour or "walk through" of the Automated Coding operation.

Always remember that I am here to assist you. Never hesitate to ask for clarification on any area that is not completely clear to you. If I do not know the answer, I will find out as soon as possible and get back to you.

(When asked a question, do not hesitate to acknowledge that you do not know the answer, if that is the case. Perhaps the question or instructions were not clear.)

2. Employee Handbook

To begin, I would like you to read page 5 and pages 17 to 23 of the booklet you have on your desk, entitled the "Employee Handbook" (H-902).

(Hold up Employee Handbook.)

Once you have read the Introduction and the section on security, I will endeavor to answer any questions you may have regarding the information contained in these sections.

Allow approximately 30 minutes for trainees to read these sections of the Employee Handbook, then continue.

Answer any questions trainees have regarding these sections of the Employee Handbook.

If there are any questions you cannot answer, in each case make a note of the question and the trainee's name and obtain the answer from the appropriate source.

Proceed now by reading pages 6 to 16 and 23 to 29 of the Employee Handbook (H-902).

Allow approximately 45 minutes for trainees to read these sections on administrative policies and regulations of the Employee Handbook, then continue.

Answer any questions trainees have regarding these sections of the Employee Handbook.

If there are any questions you cannot answer, in each case make a note of the question and the trainee's name and obtain the answer from the appropriate source.

Give trainees information on Form H-910, ATRS and Health Unit.

Give trainees information on:

- starting and finishing times
- coffee-breaks and lunch periods
- location of cafeteria
- location of vending machines
- location of washrooms
- location of Health Unit
- telephone number for receiving emergency calls
- location of public telephones
- ergonomics (chairs, relaxation and hand, neck massages)
- tour of the main floor - overheads

3. Introduction to Census and Automated Coding

SUGGESTED INTRODUCTION:

In order for you to have some information on what a census is and how Statistics Canada takes a census, we will begin by reading the manual entitled "Introduction to Census and Automated Coding".

(Hold up the Introduction to Census and Automated Coding manual.)

Please have a pencil and paper handy in case you wish to make notes or ask questions.

Also, on your desks you have a 2A and a 2B questionnaires to familiarize yourselves with census questions.

Allow approximately 60 minutes for the trainees to read.

Answer any questions trainees have regarding the manual.

If there are any questions you cannot answer, in each case make a note of the question and the trainee's name and obtain the answer from the appropriate source.

Ensure that all trainees have understood the information they have received at this point before continuing with the next segment of training.

4. Procedures Manuals/Training Guides**SUGGESTED INTRODUCTION**

Before you begin reading any of the material in front of you, let me first tell you that most of the training is self-instructional in nature. This means that you will learn much of the material by reading your Procedures Manual and then performing exercises in your Training Guide based on the material you have just read. Please take your time when reading the material in order to fully understand the instructions. I will be here at all times in the event you have any problems or questions.

Each of you has been assigned to the coding of one variable. The two booklets you have received contain procedures and exercises related to this variable.

(Go to the section referring to the coding of the variable on which you have to train your coders.)

Note: Write-ins for Population Group variable will all be coded by expert coders (Tier 2 level). Therefore, no training will be given for this variable.

LANGUAGE VARIABLE

I. Introduction

Now, would you please turn to page 1 of the Language Procedures Manual (L-1) and read the Introduction up to and including page 4.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on page 3 of the Language Training Guide (L-2). Allow 15 minutes and then review the Answer Key shown below.

Answer Key

Exercise 1

- (a) Non-official language, Home Language and Mother Tongue.
"There will be three language questions coded for the 1996 Census: Knowledge of Non-official Language, Home Language and Mother Tongue". (See page 1, 1st paragraph, 1st line of the L-1)
- (b) 2B, 2C, 2D, 3.
"Question 10 of the 2B, 2C, 2D and 3 questionnaires provides information on the Knowledge of Non-official Languages". (See page 1, 2nd paragraph of the L-1.)
- (c) To assess language diversity and retention.
"The results of this question (10) will indicate how many Canadians can communicate in languages other than English or French. This information is used to assess language diversity and retention". (See page 1, 2nd paragraph, last line in the L-1.)
- (d) Provides data on language use and language shifts.
"Information on the languages that Canadians speak at home provides important data on language use and language shift". (See page 2, 1st paragraph, 1st line in the L-1.)

- (e) Provides information on Language First learned at Home in childhood and still understood.
"Question 12 of the 2B, 2C, 2D and 3 questionnaires provides information on the language first learned at home in childhood and still understood". (See page 3, 2nd paragraph, 1st line in the L-1.)

True or false

False: For example, question 11 of the 2B, 2C, 2D and 3 questionnaire contain two self-coding circles. However, the 2B, 2C and 3 questionnaires contain one write-in box, whereas the 2D questionnaire has two write-in boxes to be completed by the respondent. (See page 2 of the L-1 for picture.)

Exercise 2

1. Single response;
2. Misspelled response;
3. Abbreviated response;
4. Multiple response;
5. Response of baby / bébé;
6. Response of Indian / Indien/Indienne;
7. Response of Native / autochtone, Native dialect / dialecte autochtone;
8. Response of same / même, same as / même que, bilingual / bilingue;
9. Other categories of responses.

II. Standard Process Flow

Now that you have been introduced to the Language variables, turn to page 5 of the L-1 and read the procedures up to page 8, inclusive. Once you have read these procedures, turn to page 5 of the Training Guide and complete the exercises on page 5 to 9. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (a) false: ACTR stands for Automated Coding by Text Recognition.
- (b) false: You can also use the ACTR system.
- (c) true: See page 14 of the L-1.
- (d) false: If there are no phrases returned by ACTR, then you must go on the next step in the procedures for resolving the case.
- (e) false: You have access to the sociocultural, mobility and education questions.
- (f) true: See page 8, second paragraph of the L-1.
- (g) false: You can have access to the Census family responses and other responses of the respondent that are on the auxiliary screens.
- (h) true: See page 8, last paragraph of the L-1.

Exercise 2

- (a) 5 Commit the code.
- (b) 3 Type a valid code.
- (c) 1 Compare the response to be coded with the codes returned by ACTR with the first phrase, to determine if it is a suitable match.
- (d) 4 Validate the code.
- (e) 2 The code description matches the response.

Exercise 3

- (a) 6 Validate the code. Commit the code.
- (b) 4 A match is found.
- (c) 2 The response is a multiple response.
- (d) 1 Determine if the response is a multiple response.
- (e) 3 Refer to the Multiple Response Code List to find the code.
- (f) 5 Type the code.

Exercise 4

- (a) 6 Validate the code.
- (b) 2 Study the relationship between the results found and the response to be coded.
- (c) 7 Commit the code.
- (d) 1 Browse through the response to the following questions provided by this person: Home Language, Mother Tongue, Knowledge of non-official Languages.
- (e) 4 A code is found.
- (f) 3 Look up the response in the Language Code Book.
- (g) 5 Type the code.

Exercise 5

Write-in to be coded: CANADIAN ENGLISH AND VIETNAM

Code: None

Description: None

Follow these instructions to resolve this case.

- (1) Determine that the response "Canadian English and Vietnam" is a multiple response.
- (2) Look in the Special "Multiple Codes List". The response is not in the list.
- (3) Refer this response to next level of coding.

Exercise 6

- 1. (c) Vietnamesess
- 2. (f) Vietnemesse
- 3. (e) 7
- 4. (b) 7
- 5. (h) 093
- 6. (a) ENGLFRE (English and French)
- 7. (j) Vietnamesess, Chinese
- 8. (i) Vietnamesess
- 9. (d) Vietnamesess
- 10. (g) Vietenam

III. Misspelled Responses

Now, please turn to page 9 of the L-1 and read the procedures up to page 11, inclusive. Once you have read these procedures, turn to page 11 of the Training Guide and complete the exercises on pages 11 and 12. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (i) (d) Swedish
- (ii) (a) Language Code Book
- (iii) (c) Type/validate/commit the code
- (iv) (b) Swedish 009

IV. Abbreviated Responses

Now, please turn to page 13 of the L-1 and read the procedures up to page 15, inclusive. Once you have read these procedures, turn to page 13 of the Training Guide and complete the exercises on pages 13 and 14. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (i) Ukrainian
- (ii)
 - 1. f Examine the response to be coded.
 - 2. g Expand abbreviation to its fullest form using the Language Code Book.
 - 3. d Check for ACTR returned phrases.
 - 4. a ACTR returned phrases are outdated.
Note: "phrases are outdated" does not appear on the screen.
 - 5. e Browse through the other responses by this person.
 - 6. b Browse through data for each household member.
 - 7. c Validate the code.

Write-in to be coded: UKR

Code: 048

Description: Ukrainian

Tips on Exercise 1

If the unabbreviated form of response and code is found (step 2 - expand abbreviation to its fullest form using the Language Code Book), you could type, validate and commit the code (and omit doing steps 3, 4, 5, 6, 7).

In **Exercise 1** (steps 4 and 5), there are no ACTR returned phrases. Step 4 (ACTR returned phrases are outdated) is impossible in this case because it is not indicated PHRASES OUTDATED on the screen.

V. Multiple Responses

Now, please turn to page 17 of the L-1 and read the procedures up to page 20, inclusive. Once you have read these procedures, turn to page 15 of the Training Guide and complete the exercises on page 15. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

In order to help the coder complete the Review exercise, tell them the code to assign for the multiple response.

REMINDER: In the Multiple Response Code List on page 20 of the Language Code Book, there is a W in front of all codes, don't use the letter W in front of the numbers. You should only use the three-digit code.

- (a) X Greek-Italian / Grec-Italien
(This is a multiple response because both languages can be found in the Language Code Book: Greek=029, Italian=020. In this case, because Greek-Italian is not in the Multiple Responses Code List, you have to refer the response to the next level of coding.)
- (b) Serbo-Croatian / Serbo-Croate
THIS IS A SPECIAL CASE. Refer the response to the next level of coding. See page 19 of the L-1. Code the response to 41. Note: Code Serbo-Croatian to 41, Serbian to 43 and Croatian 42.
- (c) X Ukrainian-Russian / Ukrainien-Russe (code 336).
- (d) X Armenian-Russian / Arménien-Russe (code 335).
- (e) Montagnais-Naskapi
This is a single response. The code is 121.

- (f) X English-Dutch / Anglais-Néerlandais (code 305).
- (g) Kutchin-Gwich'in (Loucheux)
This is a single response. The code is 137.
- (h) English-Haida / Anglais-Haida
(This is a multiple response because both languages can be found in the Language Code Book: English=001, Haida=166. In this case, because English-Haida is not in the Multiple Responses Code List, you have to refer the response to the next level of coding.)
- (i) East-Germany / Allemagne de l'Est
Single response (code 012). Note: Allemand should be replaced by Allemagne in your Training Guide.
- (j) X Malayalam-Tamil / Malayalam-Tamoul
(This is a multiple response because both languages can be found in the Language Code Book: Malayalam=081, Tamil=082. In this case, because Malayalam-Tamil is not in the Multiple Responses Code List, you have to refer the response to the next level of coding.)
- (k) X English-French / Anglais-Français (300).
- (l) X Marathi-Gujarati
(This is a multiple response because both languages can be found in the Language Code Book: Marathi=062, Gujarati=061. In this case, because Marathi-Gujarati is not in the Multiple Responses Code List, you have to refer the response to the next level of coding.)
- (m) X French-Chinese / Français-Chinois (316).

REMINDERS:

The two languages of a multiple response can both be found in the Language Code Book. The multiple responses in the Multiple Responses Code List can be coded; other multiple responses have to be REFERRED to the next level of coding.

Exercise 2

- (a) false: Single and multiple responses can be made up of more than one word. You must determine if the response represents more than one valid response or not.
- (b) false: Italian-German takes the code 333 and German-Italian takes the code 321.
- (c) true: See L-1, p. 21.
- (d) true: See L-1, p. 21.
- (e) false: If a match is found in the Special Multiple Code List, you should type, validate and commit the code.
- (f) false: Different procedures are outlined in your manual for coding single and multiple responses.

VI. Responses of Baby / Bébé

Now, please turn to page 21 of the L-1 and read the procedures up to page 23, inclusive. Once you have read these procedures, turn to page 17 of the Training Guide and complete the exercises on pages 17 and 18. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

bébé	True
bébé français (code as french)	False
nourrisson	True
nouveau-né	True
enfant qui ne parle pas	False
(In this case, we don't know, if the child can't speak because he didn't learn yet or because he can't speak. In this case, we have to assume that the child can't speak because we have no other information, like "not yet / pas encore, too young / trop jeune".)	
jeune enfant français (code as french)	False

Exercise 2

baby	True
baby English	False
infant	True
bilingual baby	False
(code as bilingual - refer to next level of coding)	
baby talk	True

REMINDER: When a language is indicated with baby or bébé, ignore baby / bébé and find the code for language.

Exercise 3

Write-in to be coded: JUST A BABY

Code: 881

Description: Baby

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) The response is just a baby.
- (3) Type and validate the code 881.
- (4) Commit the code.

VII. Responses of Indian / Indien/Indienne

Now, please turn to page 25 of the L-1 and read the procedures up to page 28, inclusive. Once you have read these procedures, turn to page 19 of the training guide and complete the exercises on pages 19 to 21. (Allow 30 minutes and then review with the Answer Key shown below.)

Answer Key

Note: (if someone asks) When a frontslash separates two words of a different language, we put a space before and after the frontslash (Indian / Indien). When a frontslash separates two words of one language, we don't put a space before and after the frontslash (Indien/Indienne). (Writing convention)

Exercise 1

- (i) b examine the response to be coded.
- (ii) a browse through the other language questions for this person.
- (iii) a the Language Code Book.
- (iv) d type a code
- (v) e Attikamek - 185.

Exercise 2

(a) Indian from Fiji / Indien des îles Fidji	080
(b) Bella Coola	171
(c) Guyana / Guyane	080
(d) India / Inde	080
(e) Shuswap	171
(f) North American Indian / Indien de l'Amérique du Nord	171
(g) Pakistan	080
(h) Stoney	171
(i) Hindu / Hindou	080
(j) Inuit/Eskimo	171
(k) Afghanistan	080
(l) Haisla	171
(m) Métis	171
(n) Tamil / Tamoul	080
(o) Indian from India / Indien de l'Inde	080

REMINDERS: Code 080 for Indo-Iranian.
Code 171 for Aboriginal language.

Be careful, some words which are completely different from one another have the same code. For example, Eskimo and Inuktitut have the code 172. For example, Punjabi and Gourmukhi have the code 057.

VIII. Responses of Native / Autochtone, Native Dialect / Langue autochtone

Now, please turn to page 29 of the L-1 and read the procedures up to page 31, inclusive. Once you have read these procedures, turn to page 23 of the Training Guide and complete the exercises on page 23 and 24. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (i) b examine the response to be coded.
- (ii) a browse through the other language questions for this person.
- (iii) a the Language Code Book.
- (iv) d type/validate a code.
- (v) c commit code 171.

IX. Responses of Same / Même, Same as / Même que, Bilingual / Bilingue

Now, please turn to page 33 of the L-1 and read the procedures up to page 34, inclusive. Once you have read these procedures, turn to chapter X of the Training Guide and complete the exercises. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: SAME AS HUSBAND

Code: None

Description: Response of "same as". Refer to next level of coding.

X. Other Categories of Responses

Now, please turn to page 35 of the L-1 and read the procedures up to page 36. Once you have read these procedures, turn to page 27 of the Training Guide and complete the exercises on pages 27 and 28. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (i) x Look at Language Code Book.
- (ii) g None of the above.

REMINDER: You always have to refer to another category of response.

Exercise 2

- | | | |
|-----|---|--|
| (a) | X | None of your business |
| (b) | | Flemish (single response - code 004) |
| (b) | | Englih Fench (misspelled response - 300) |
| (d) | X | I don't know |
| (e) | | Pashto (single response - 077) |
| (f) | | Pidgin (single response - 177) |
| (g) | X | Gin |
| (h) | | Itaian (misspelled response - 020) |
| (i) | | Catalan (single response -021) |
| (j) | X | Why do you want to know? |
| (k) | | Comox (single response - 150) |
| (l) | X | I don't care. |
| (m) | X | Heinz 57 |
| (n) | | Khmer (single response - 094) |
| (o) | X | Not in your life |
| (p) | | Romansch (single response - 027) |
| (q) | X | Mars |
| (r) | X | I don't want to tell you. |
| (s) | X | I am deaf (other category of response; refer to the next level of coding.) |
| (t) | X | Je ne comprends pas la question. |
| (u) | X | Brother-in law |

Now that you have read the Procedures Manual and did exercises in the Training Guide about coding the Language variable, I will conduct an overall review of the coding procedures. *(Can use all of the flow charts in the Procedures Manual as a base.)*

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 29 to 41 of the Training Guide. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

REMINDER: When coding, you can use the Language Code Book and the reference file. In the Language Code Book, you will be able to find all the possible languages spelled right and their corresponding codes. In the reference file, you will be able to find all the possible ways of writing the different languages and dialects and their corresponding code. It is in the Reference File that you will be able to find a misspelled response and any synonyms.

Exercise 1

Write-in to be coded: BILINGUAL

Category of Response: "Bilingual"

Code: None

Description: None

When the response is bilingual, you have to refer the response to the next level of coding. (See chapter X in the L-1.)

Exercise 2

Write-in to be coded: BABY ITALIAN

Category of Response: Baby / bébé

Code: 020

Description: Italian

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) This response is baby and one language.
- (3) Ignore the baby. Look up Italian in the Language Code Book.
- (4) Type, validate and commit code 020 - Italian.

Exercise 3

Write-in to be coded: CHIN

Category of Response: Abbreviated response

Code: 091

Description: Chinese

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) Expand the abbreviated response to its full form.
In this case Chin could stand for Chinese. It would be confirmed by looking at other cultural data. (Non-official Language: Chinese)
(Ethnic Origin: Chinese Canadian) The unabbreviated form of the response and code are found.
- (3) Type, validate and commit the code 091.

Exercise 4

Write-in to be coded: CHIPPEWA AND INDIAN
Category of Response: Indian / Indien or Multiple response
Code: 117
Description: Ojibway

Note: This is not a multiple response because you have to ignore "Indian". Chippewa is more specific than Indian.

If you think the response is an Indian response, follow these instructions to resolve this case.

- (1) Examine the response to be coded.
- (2) Browse through other language questions for this person. The non-official language and Home Language of this person is Chippewa. Look up Chippewa in the Language Code Book. Chippewa is not in the Code Book.
- (3) In this case, the coder could look in the Reference File and find that Chippewa has the same code as Ojibway. The correct code to assign is 117, Ojibway.

Tips: This is a case where two different words - Ojibwa and Chippewa - have the same code. Explain that several Indian Languages have one code for completely different words. Make the coder verify in the Reference File for code of Indian Languages that can't be found in the Language Code Book.

Exercise 5

Write-in to be coded: DACO
Category of Response: Single response
Code: None
Description: none Refer to next level of coding.

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) Verify if there are any phrases returned by ACTR. In this case there are no phrases and this response is not a multiple response.
- (3) Browse through this person's language questions. The official language of this person is French and English and her Home Language is English. Because English or French doesn't give you any clue of what Daco stands for, you have to refer this response to the next level of coding.

Exercise 6

Write-in to be coded: BÉBÉ DE NEUF MOIS

Category of Response: Baby / bébé

Code: 882

Description: Baby / bébé

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) The response is bébé with no language indicated.
- (3) Type, validate and commit the code 882.

Exercise 7

Write-in to be coded: INDIAN

Category of Response: Indian / Indien

Code: 171

Description: Other Aboriginal

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) Browse through other language questions for this person. No language is specified.
- (3) Browse through this person's cultural questions. This respondent has an ethnic origin of North American Indian.
- (4) Type, validate and commit the code 171, Other aboriginal.

Exercise 8

Write-in to be coded: MAHRWARI

Category of Response: Misspelled response

Code: 066

Description: Rajasthani

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) Revise the spelling in the Language Code Book.
- (3) The correct spelling and code are not found.
- (4) In this case, the coder could look in the Reference File and find that Marwari has the same code as Rajasthani. The correct code to assign is 066, Rajastani.

Tips: This is a case where two different words - Marwari and Rajastani - have the same code. Explain that several Indian Languages from India have one code for completely different words. Make the coder verify in the Reference File for code of Indian Languages that can't be found in the Language Code Book.

Exercise 9

Write-in to be coded: ENGLISH (BABYTALK)
Category of Response: Baby / bébé
Code: 001
Description: English

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) The response is babytalk with a language indication. Ignore babytalk and look up English in the Language Code Book.
- (3) Type, validate and commit the code 001.

Exercise 10

Write-in to be coded: SAME
Category of Response: SAME
Code: None
Description: None. Refer to next level of coding.

When the response is SAME, you have to refer the response to the next level of coding. (See chapter IX in the L-1.)

Exercise 11

Write-in to be coded: GORKHALI
Category of Response: Single response
Code: 079
Description: Nepali

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) There are no ACTR returned phrases.
- (3) This is not a multiple response.
- (4) Browse this person's language questions. The official language of this respondent is English only. The Home Language is Gorkhali and the Non-official Language is Gorkhali.
- (5) Look in the Language Code Book for Gorkhali. It is not there.
- (6) Browse through data for the same question for each household member. In this case, we don't have access to this information.
- (7) The responses provided by this person for Population Group is « India » and for Ethnic Origin is « Indian ». Those answers are good indicators to look deeper.

In this case, the coder could look in the Reference File and find that Gorkhali has the same code as Nepali. The correct code to assign is 079, Nepali.

Tips: This is a case where two different words - Gorkhali and Nepali - have the same code. Explain that several Indian Languages from India have one code for completely different words. Make the coder verify in the Reference File for code of Indian Languages that can't be found in the Language Code Book.

Exercise 12

Write-in to be coded:	BILINGUAL
Category of Response:	Bilingual
Code:	None
Description:	None. Refer to next level of coding.

When the response is bilingual, you have to refer the response to the next level of coding. (See chapter X in L-1.)

Exercise 13

Write-in to be coded:	INDIAN
Category of Response:	Indian / Indien
Code:	171
Description:	Other Aboriginal

Follow these steps to resolve this case:

- (1) Examine the response to be coded.
- (2) Browse through other language questions for this person. This respondent speaks English and Indian.
- (3) No other languages are found.
- (4) Browse through this person's cultural questions.
- (5) The response to ethnic origin is NAI (North American Indian).
- (6) Type, validate and commit the code 171.

PLACE OF BIRTH AND CITIZENSHIP VARIABLE

I. Introduction

Now, would you please turn to page 1 of the Place of Birth Procedures Manual (POB-1) and to page 1 of the Citizenship Procedures Manual (CIT-1) and read the Introduction up to and including page 3.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on pages 3 and 4 of the CIT-2, Citizenship and Place of Birth Training Guide. Allow 15 minutes and then review the Answer Key shown below.

Answer Key**Exercise 1**

- | | |
|--|---|
| (a) Responses of "Stateless" / "Apatrides" | Citizenship |
| (b) Other Categories of Responses | Both |
| (c) Abbreviated Responses | Both |
| (d) Response of "Same" / "Même",
"See Person 1" / "Voir Personne 1"
or "Same as Person 1" / "Même que
Personne 1" | Both |
| (e) Responses of "Canada" or "Canadian"
/ "Canadien" | Neither: these would
be pseudo country
responses |
| (f) Responses of "Dual Citizenship" /
"Double citoyenneté" or a Response of
a Province or Territory | Citizenship |
| (g) Multiple Responses | Both |
| (h) Pseudo Countries or Responses of
Regions or Continents | Both |
| (i) Misspelled Responses | Both |
| (j) Single (Standard) Responses | Both |
| (k) Cultural Responses | Neither: you can
browse the
respondent's cultural
answers to help you
to resolve various
write-in responses. |
| (l) Special Responses | Citizenship |

Exercise 2

- (a) If a phrase is returned by ACTR then compare the response to be coded starting with the first phrase, to determine if it is a suitable match.
- (b) If a match is found then verify that the code description at the bottom of the screen matches the response.
- (c) If the code description does not match the response, then determine if the next phrase returned by ACTR can be selected.
- (d) If no match is found in the list which ACTR has returned or the message "ACTR list may be outdated" appears, then type, validate and commit the code or refer to the next level of coding.

II. Standard Process Flow

Now that you have been introduced to the variables you will code, turn to page 5 of both POB-1 and CIT-1 and read the procedures up to page 9, inclusive. Once you have read these procedures, turn to page 5 of the CIT-2 and complete the exercises on pages 5 to 10. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- G Write-in Response
- H Phrase(s) returned by ACTR
- C Position the respondent occupies on the questionnaire
- L PERSNR
- I Code
- D Citizenship
- M Place of Birth
- P Immigrant Status
- B Year of Immigration
- J Mother Tongue
- N Home Language
- E Ethnic Origin
- O Mobility 1 Year Ago (POB only)
- K Mobility 5 Years Ago (POB only)
- A Relationship to Person 1
- F Other household members' responses

Exercise 2

- (a) False: You can also use the Reference Code Book, the respondent's cultural responses and other household members' responses to Citizenship.
- (b) True: The Place of Birth responses of other household members can be browsed when resolving a write-in response for the Place of Birth variable.
- (c) False: If there are no phrases returned by ACTR, then you must go on to the next step (Step 2) in the procedures for resolving a single response.
- (d) False: You can only browse the respondent's cultural responses to Place of Birth, Immigrant Status, Year of Immigration, Mother Tongue, Home Language and Ethnic Origin. When coding POB responses, you can also browse the respondent's answers to the mobility questions.
- (e) False: Single and multiple responses can be made up of more than one word. You must determine if the response represents more than one valid response or not.
- (f) False: You can only browse other household members' responses to Place of Birth, however, you can browse the respondent's answers to the cultural and mobility questions.
- (g) True: The cultural variables you can browse when coding a response are: Citizenship, Place of Birth, Immigrant Status, Year of Immigration, Mother Tongue, Home Language and Ethnic Origin. When coding POB responses, you can also browse the mobility questions which consist of mobility inside and outside Canada, 1 and 5 years ago.
- (h) False: If a suitable code is found you must type, validate and commit the code.
- (i) True: If ACTR phrases are returned, you must compare all the phrases with the response, if a match is found, select that phrase, validate and commit the corresponding code. If no match is found, you must proceed to the next step in the appropriate procedures.

- (j) False: Different procedures are outlined in your manuals for coding single and multiple responses.

Exercise 3

- (a) Place of Birth
- (b) Immigrant Status
- (c) Year of Immigration
- (d) Mother Tongue
- (e) Home Language
- (f) Ethnic Origin

Exercise 4

- 2 Determine if the response represents a single or multiple response.
- 1 Examine the response to be coded and verify if there are any ACTR returned phrases.
- 4 Browse the other household members' responses to the question.
- 3 Consult the Place of Birth or Citizenship Code Lists and Reference Code book to find a code.
- 6 Study the relationship between the other household members' responses to the question and the respondent's answers to the cultural and mobility questions.
- 5 Browse the respondent's answers to the cultural questions.
- 7 Consult reference material to see if the response reported can be located.
- 8 Type the code.
- 9 Validate the code.
- 10 Commit the code.

Exercise 5

Write-in to be coded: MEXICAN
Variable to be coded: Citizenship
Code: 206
Code Description: Mexico

III. Misspelled Responses

Now, please turn to page 11 of both POB-1 and CIT-1 and read the procedures up to page 16, inclusive. Once you have read these procedures, turn to page 11 of the CIT-2 and complete the exercises on pages 11 to 14. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (a) 3 Consult the Citizenship Code List and Reference Code Book to find the correct spelling of the response and to determine the correct code to be assigned.
- (b) 6 Type the code.
- (c) 1 Examine the response to be coded.
- (d) 5 Browse the respondent's answers to the cultural questions.
- (e) 2 Verify if there are any phrases returned by ACTR.
- (f) 8 Commit the code.
- (g) 4 Browse the Citizenship responses provided by the other members of the household to see if they have a similar response which is correctly spelled.
- (h) 7 Validate the code.

Exercise 2

- Step 2 Consult the Place of Birth Code List and the Reference Code Book to find the correct spelling for the response and to determine the correct code to be assigned.
- Step 4 Browse the respondent's answers to the cultural questions and the mobility questions. Study the relationship between the respondent's misspelled Place of Birth, cultural and mobility responses to see if the Place of Birth can be identified.
- Step 5 Consult the list of Pseudo Countries to see if the misspelled response is also a Pseudo Country.

Exercise 3

- (b) Citizenship Code List and Reference Code Book

Exercise 4

Write-in to be coded: GUGANA
Variable to be coded: Citizenship
Code: 409
Code Description: Guyana

IV. Abbreviated Responses

Now, please turn to page 17 of both POB-1 and CIT-1 and read the procedures up to page 21, inclusive. Once you have read these procedures, turn to page 15 of the CIT-2 and complete the exercises on pages 15 to 17. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Citizenship: We know that these are the steps to follow for a response to the citizenship question because we are asked to consult the Citizenship Code List, other household members responses to Citizenship and to study the relationship between the Citizenship response and *only* the cultural responses.

- 6 Browse respondent's answers to the cultural questions.
- 9 Type, validate and commit the code.
- 2 Verify if there are any phrases returned by ACTR.
- 1 Examine the response to be coded.
- 8 Consult the list of Pseudo-countries and Regions or Continents.
- 4 Determine if the full response exists in the Citizenship Code List or Reference Code Book.
- 5 Browse other household members' responses to Citizenship.
- 3 Expand the abbreviated response to its full form.
- 7 Study the relationship between the abbreviated Citizenship response and the cultural responses.

Exercise 2

- (a) The most common abbreviated Place of Birth responses can be found in the "List of Commonly Abbreviated Place of Birth Responses", appendix C in your Place of Birth Procedures Manual (POB-1).
- (b) Once you have expanded the abbreviated Place of Birth response, determine if the full response exists in the Place of Birth Code List and the Reference Code Book.
- (c) True: When coding a Place of Birth response, you can browse other household members' responses to the Place of Birth question. You can also browse the respondent's answers to the specified cultural questions and to the mobility questions.

Exercise 3

Write-in to be coded: LEB

Variable to be coded: Place of Birth

Code: 714

Code Description: Lebanon

V. Responses of "Same" / "Même", "See Person 1" / "Voir
Personne 1" or "Same as Person 1" / "Même que Personne 1"

Now, please turn to page 23 of both POB-1 and CIT-1 and read the procedures up to page 25, inclusive. Once you have read these procedures, turn to page 19 of the CIT-2 and complete the exercises on pages 19 and 20. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (a) 5 Commit the code.
- (b) 1 Examine the response to be coded.
- (c) 3 If a code was assigned then type the same code for the respondent.
- (d) 2 Identify the system/batch or manual code which has been assigned for Person 1.
- (e) 4 Validate the code.

Exercise 2

Write-in to be coded: SAME

Variable to be coded: Citizenship

Code: None

Code Description: Refer to the next level of coding.

VI. Pseudo-countries or Responses of Regions or Continents

Now, please turn to page 27 of both POB-1 and CIT-1 and read the procedures up to page 30, inclusive. Once you have read these procedures, turn to page 21 of the CIT-2 and complete the exercises on pages 21 to 23. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (e) **Verify if there are any phrases returned by ACTR.**
Any phrases returned by ACTR should be ignored when coding a Pseudo Country or a Response of a Region or Continent.

Exercise 2

- (a) False: If there are no marked check-boxes, you should refer the response to the next level of coding.
- (b) False: ACTR phrases should be ignored, and you should proceed directly to the next step after having examined the response to be coded.
- (c) False: You should attempt to code any response of "Canada". Refer the response to the next level of coding if the respondent has indicated any response other than "Canada".
- (d) True: If only one check-box is marked, type, validate and commit the code corresponding to that check-box.
- (e) False: The response "South Korea" should be assigned the code 731. A response of "North Korea" should be assigned the code 730 and a response "Korea" should be referred to the next level of coding because it is a Pseudo Country.
- (f) True: The response "Ireland" is a pseudo-country as indicated in the List of Pseudo Countries and Regions or Continent and should therefore be referred to the next level of coding.

- (g) False: If more than one check-box is marked, refer the response to the next level of coding. A code should only be assigned if only one check-box is marked.
- (h) True: The response "People's Republic of China" is not included in the List of Pseudo-Countries and Regions and Continents. The appropriate code to assign to this specific geographic area is 727.
- (i) True: "Southern Europe" is a Region or Continent as indicated on the List of Pseudo-Countries and Regions or Continents and should be referred to the next level of coding.

Exercise 3

Write-in to be coded: EASTERN AFRICA

Variable to be coded: Place of Birth

Code: None

Code Description: Refer to the next level of coding.

VII. Multiple Responses

Now, please turn to page 31 of the POB-1 and read the procedures up to page 35, inclusive and read page 31 to 33 of the CIT-1. Once you have read these procedures, turn to page 25 of the CIT-2 and complete the exercises on pages 25 to 29. Allow 30 minutes and then review with the Answer Key shown below.

Answer Key

A. Part A - Citizenship Multiple Responses

Exercise 1

- (a) False: You should code the following Multiple Responses:
- | | |
|---|-----|
| Canada & Germany (Germany & Canada) | 991 |
| Canada & Italy (Italy & Canada) | 992 |
| Canada & Poland (Poland & Canada) | 993 |
| Canada & United Kingdom (U.K. & Canada) | 994 |
| Canada & United States (U.S. & Canada) | 995 |
- Any other Multiple Response should be referred to the next level of coding.
- (b) True: A multiple response is a response which could conceivably be assigned more than one code. A write-in response can only receive ONE code.

- (c) True: "Canada and United Kingdom" is one of the five valid multiple response combinations listed in the Citizenship Multiple Response Procedures and should be assigned the code 994 as indicated.
- (d) False: Only the five valid multiple responses are to be coded. Any other response must be referred to the next level of coding.
- (e) False: There are specific procedures to follow for coding multiple responses which are different from the procedures to follow for coding single responses.

Exercise 2

- (a) X Canada and Poland
Assign code 993
Ottawa, Ontario
Refer: This is not a multiple response and does not correspond to any of the other categories of responses described in the Citizenship Procedures Manual (CIT-1).
- (c) X Mexico and New Zealand
Refer: A multiple response is indicated (two countries which could each receive a separate code), but this is not one of the 5 valid multiple responses identified.
- (d) Rome, Italy
Refer: This is not a multiple response and does not correspond to any of the other categories of responses described in the CIT-1 manual.
- (e) X Canada and United States of America
Assign code 995
- (f) X Italy and Canada
Assign code 992
- (g) Nebraska and Florida
Refer: This is not a multiple response and does not correspond to any of the other categories of responses described in the CIT-1 manual.
- (h) South America
Refer: This is not a multiple response and does not correspond to any of the other categories of responses described in the CIT-1 manual.
- (i) Yellowknife, Canada
Refer: This is not a multiple response and does not correspond to any of the other categories of responses described in the CIT-1 manual.
- (j) X Germany, Canada
Assign code 991

Exercise 3

Write-in to be coded: GUYANA SOUTH AMERICA

Code: 409

Code Description: Guyana

B. Part B - Place of Birth Multiple Responses**Exercise 1**

- (a) False: Different steps are outlined which must be followed when coding responses inside and outside Canada.
- (b) True: Consult the Place of Birth Code List and the Reference Code Book to determine whether the response is inside or outside Canada.
- (c) True: Any response that represents a location inside Canada must be coded to the corresponding province or territory. Any response that represents a location outside Canada must be coded to the corresponding country.
- (d) False: Ignore any phrases returned by ACTR when coding a multiple response.
- (e) True: The response "Alberta, Australia" should be referred to the next level of coding because it does not represent any of the valid multiple response combinations and does fit into any of the other categories of responses described in your Place of Birth Procedures Manual (POB-1).
- (f) False: Refer the response "Ottawa, Vancouver" to the next level of coding because it does not represent any of the valid multiple response combinations and it does not fit into any of the other categories of responses described in your POB-1 manual.
- (g) True: Any response that represents a location outside Canada must be coded to the corresponding country. Any response that represents a location inside Canada must be coded to the corresponding province or territory.
- (h) True: Refer the response "Germany, Great Britain" to the next level of coding because it does not represent any of the valid multiple response combinations and does not fit into any of the other categories of responses described in your POB-1 manual.

Exercise 2

- Inside Canada: city/town, province/territory
 city/town, Canada
 province/territory, Canada
- Outside Canada: country, continent
 city, country
 state, continent

Exercise 3

- (a) X Vancouver, British Columbia
Assign the code 010 which indicates the province of British Columbia.
- (b) X Alberta, Canada
Assign the code 009 which indicates the province of Alberta.
- (c) X Brazil, South America
Assign the code 403 which indicates the country Brazil.
- (d) X Maine, USA
Assign the code 103 which indicates the country United States of America.
- (e) X St. John, Yukon
Refer: The city St. John is not located in the Yukon territory. Therefore this response indicates two provinces/territories could be assigned two codes.
- (f) X Montreal, Canada
Assign the code 005 which indicates the province of Quebec
- (g) X New York, Virginia
Refer: This "State, State" or "City, State" response does not represent one of the valid multiple response formats described in your POB-1 manual.
- (h) X London, England
Assign the code 548 which indicates the United Kingdom. England is in Great Britain (pseudo-country). The List of Pseudo-Countries and Regions or Continents indicates that a response of Great Britain is to be coded to the U.K.
- (i) X Northwest Territories, Nova Scotia
Refer: This response represents two different provinces/territories and could therefore receive two different codes.
- (j) X Acapulco, Cancun
Refer: This "City, City" response does not represent one of the valid multiple response formats described in the POB-1 manual.

- (k) X Toronto, Hamilton
Refer: This "City, City" response does not represent one of the valid multiple response formats described in the POB-1 manual.

Exercise 4

Write-in to be coded: CANNES, FRANCE

Code: 503

Code Description: France

VIII. Responses of "Stateless" / "Apatrides"

Now, please turn to page 35 of the CIT-1 and read the procedures on pages 35 and 36. Once you have read these procedures, turn to page 31 of the CIT-2 and complete the exercises on pages 31 and 32. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (a) False: "Apatrides" is the french translation for "Stateless", therefore assign the code 997 for either of these responses.
- (b) False: Assign the code 997 to a response that clearly identifies "Stateless" or "Apatrides".
- (c) False: No further investigation is necessary for a response of "Stateless" / "Apatrides".
- (d) False: If either the response "Stateless" or "Apatrides" is clearly identified, assign the code 997.

Exercise 2

Write-in to be coded: STATELESS

Code: 997

Code Description: Stateless

IX. Responses of "Dual Citizenship" / "Double citoyenneté" or a Response of a Province or Territory

Now, please turn to page 37 of the CIT-1 and read the procedures. Once you have read these procedures, turn to page 33 of the CIT-2 and complete the exercise on page 33. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: DUAL CITIZENSHIP

Code: None

Code Description: Refer to the next level of coding. Any response of Dual Citizenship, Double citizeneté or of a province or territory must be referred to the next level of coding.

X. Special Responses

Now, please turn to page 39 of the CIT-1 and read the procedures. Once you have read these procedures, turn to page 35 of the CIT-2 and complete the exercise. Allow 10 minutes and then review with the Answer Key shown below.

Answer Key

Write-in to be coded: BRITISH

Code: None

Code Description: Refer to next level of coding. Any special response must be referred to the next level of coding.

XI. Other Categories of Responses

Now, please turn to page 37 of the POB-1 and to page 41 of the CIT-1 and read the procedures. Once you have read these procedures, turn to page 37 of the CIT-2 and complete the exercise on page 37. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Write-in to be coded: AT SEA

Variable: Place of Birth

Code: None

Code Description: Refer to next level of coding. Any other category of response must be referred to the next level of coding.

Now that you have read the Citizenship and Place of Birth Procedures Manual and completed the exercises in the Training Guide, I will conduct an overall review of the coding procedures. (*Can use all of the flow charts in the POB-1 and CIT-1 as a base.*)

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 39 to 54 of the CIT-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

- | | | |
|-----|-----------------------|---|
| (a) | Write-in to be coded: | CANADA AND USA |
| | Variable: | Citizenship |
| | Category of Response: | Multiple response |
| | Code: | 995 |
| | Description: | Canada and USA |
| | Procedures to follow: | Multiple Responses, Ch VII, pgs 31-34, CIT-1 |
| (b) | Write-in to be coded: | WALES, GREAT BRITAIN |
| | Variable: | Place of Birth |
| | Category of Response: | Multiple Response and Pseudo-country |
| | Code: | 548 |
| | Description: | United Kingdom |
| | Procedures to follow: | Multiple Responses, Ch VII, pgs 31-36, POB-1 and Pseudo-countries or Responses of Regions or Continents, Ch. VI, pgs 27-30, POB-1 |
| (c) | Write-in to be coded: | LEABNON |
| | Variable: | Place of Birth |
| | Category of Response: | Misspelled Response |
| | Code: | 714 |
| | Description: | Lebanon |
| | Procedures to follow: | Misspelled Responses, Ch III, pgs 11-16, POB-1 |
| (d) | Write-in to be coded: | ROC |
| | Variable: | Citizenship |
| | Category of Response: | Abbreviated Response |
| | Code: | 727 |
| | Description: | China, People's Republic of |
| | Procedures to follow: | Abbreviated Responses, Ch IV, pgs 17-22, CIT-1 |

- | | | |
|-----|---|---|
| (e) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | CITIZEN OF CROATIA
Citizenship
Single Response
569
Croatia
Standard Process Flow - Single
Responses, Ch II, pgs 5-10, CIT-1 |
| (f) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | HK
Place of Birth
Abbreviated Response
728
Hong Kong
Abbreviated Responses, Ch IV, pgs
17-22, POB-1 |
| (g) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | MARSEILLE, FRANCE
Citizenship
Multiple Response
503
France
Multiple Responses, Ch VII, pgs
31-34, CIT-1 |
| (h) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | NZ
Place of Birth
Abbreviated Response
813
New Zealand
Abbreviated Responses, Ch IV, pgs
17-22, POB-1 |
| (i) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | W. VIRGINIA U.S.A.
Place of Birth
Multiple Response
103
United States of America
Multiple Responses, Ch VII, pgs
31-36, POB-1 |
| (j) | Write-in to be coded:
Variable:
Category of Response:
Code:
Description:
Procedures to follow: | PORTUGUAL
Citizenship
Misspelled Response
577
Portugal
Misspelled Responses, Ch III, pgs
11-16, CIT-1 |

- (k) Write-in to be coded: IN JAIL
Variable: Citizenship
Category of Response: Other Response
Code: None
Description: Refer to the next level of coding
Procedures to follow: Other Categories of Responses, Ch. XI, pg 41, CIT-1
- (l) Write-in to be coded: MARITIMES
Variable: Citizenship
Category of Response: Pseudo-Country
Code: None
Description: Refer to the next level of coding
Procedures to follow: Pseudo-countries or Responses of Regions or Continents, Ch. VI, pgs 37-30, CIT-1
- (m) Write-in to be coded: ADOPTED
Variable: Place of Birth
Category of Response: Other Response
Code: None
Description: Refer to the next level of coding
Procedures to follow: Other Categories of Responses, Ch. VIII, pg 37, POB-1
- (n) Write-in to be coded: STATELESS
Variable: Citizenship
Category of Response: Responses of "Stateless" / "Apatrides"
Code: 997
Description: Stateless
Procedures to follow: Responses of "Stateless" / "Apatrides, Ch. VIII, pg 35, CIT-1
- (o) Write-in to be coded: SAN PEDRO
Variable: Place of Birth
Category of Response: Single Response
Code: 206
Description: Turkmenistan
Procedures to follow: Standard Process Flow, Ch II, pgs 5-10, POB-1
- (p) Write-in to be coded: TURKMENISTAN FORMER USSR
Variable: Citizenship
Category of Response: Multiple Response
Code: 539
Description: Turkmenistan
Procedures to follow: Multiple Responses, Ch VII, pgs 31-34, CIT-1

INDIAN BAND/FIRST NATION VARIABLE

I. Introduction

Now, would you please turn to page 1 of the Indian Band / First Nation Procedures Manual (IBFN-1) and read the Introduction up to and including page 4.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on page 3 of the IBFN-2, Indian Band/First Nation Training Guide. Allow 15 minutes and then review the Answer Key shown below.

Answer Key

Exercise 1

- (i) Standard Process Flow
- (ii) Misspelled Responses
- (iii) Abbreviated Responses
- (iv) Identical or Similar Indian Band and Indian Nation Names
- (v) Multiple Responses
- (vi) Write-in Responses of "Same", "See Person 1" or "Same as Person 1"
- (vii) Other Types of Write-ins

Exercise 2

- (i) Coding of Indian Band/First Nation responses is done with the help of the Automated Coding by Text Recognition (ACTR) system, identification (ID) Number list, Band/Reserve lists, Indian Band/First Nation Reference File, maps and reports prepared during production.
- (ii) If you are in doubt about the codes returned by ACTR, you can refer to auxiliary information for the person providing the write-in and for other members of the household.
- (iii) If you are in doubt about the correct code to assign, refer the response to the next coding level.

- (iv) Before selecting a valid code for abbreviated responses or identical or similar names, you should check the province (PROV), federal electoral district (FED) and enumeration area (EA) ID (PEDEA) at the bottom left hand side of the screen.

II. Standard Process Flow

Now that you have been introduced to the variable you will code, please turn to page 5 of the IBFN-1 and read the procedures up to page 10, inclusive. Once you have read these procedures, turn to page 5 of the IBFN-2 and complete the exercises on pages 5 to 10. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: ARTIC TED RIVER

Code: 447

Description: Gwicha Gwich'in Band

Since the official name for this band is GWICHA GWICH'IN, its official name will appear on the bottom of the manual screen.

Exercise 2

- | | |
|--|---|
| 1. Write-in | I |
| 2. ACTR returned phrase(s) | E |
| 3. Position the respondent occupies on the questionnaire | K |
| 4. PERSNR | J |
| 5. Code | C |
| 6. Ethnic Origin | H |
| 7. Non-official Language | D |
| 8. Home Language | B |
| 9. Mother Tongue | N |
| 10. Place of Birth | G |
| 11. Aboriginal Self-reporting | M |
| 12. Indian Band/First Nation | A |
| 13. Registered Indian | L |
| 14. On/Off Reserve | F |
| 15. PEDEA ID Number | O |

Exercise 3

- (a) If 10 codes are returned by ACTR, then go to the ACTR Process Table.
- (b) If the code description matches the response, then commit the code.
- (c) If the code description does not match the response, then determine if the next code returned by ACTR can be selected.
- (d) If no match is found in the list ACTR has returned, then go to the Auxiliary Information Process Table.

Exercise 4

- (a) You can only use the Indian Band/First Nation Reference File to code the write-in. False
- (b) You can browse the data for the same question for each household member. True
- (c) When no codes are returned by ACTR, you should always refer to the next level of coding. False
- (d) You can browse all sociocultural responses provided by the respondent in order to code a write-in. True
- (e) Write-in responses made up of more than one word are not valid. False
- (f) Only the current person's responses can be browsed when determining the correct code to be used. False
- (g) Home Language is one cultural variable which can be browsed when determining the correct code to be used. True
- (h) If a suitable code is found, you must refer the response to the next coding level. False
- (i) If a phrase is returned by ACTR, you must compare the phrase with the response to be coded to determine if it is a suitable match. True
- (j) Coding of multiple responses follows the same coding procedures as that for single word responses. False
- (k) If the number is found in the ID number list, the only action to take is to commit the code which corresponds to the ID number in the list. True
- (l) ACTR stands for Applied Computer Technologies and Research. False

Exercise 5

- (3) Browse data for same question from each household member
- (4) Refer to next coding level.
- (2) Study the relationship between results found and the response to be coded.
- (1) Browse person's answers to cultural questions.

Exercise 6

- (a) On/Off reserve
- (b) Age (Date of Birth)
- (c) Sex
- (d) Mother Tongue
- (e) Home Language
- (f) Knowledge of Non-official Language
- (g) Place of Birth
- (h) Citizenship
- (i) Ethnic Origin
- (j) Aboriginal Self-reporting
- (k) Population Group
- (l) Indian registration
- (m) Indian Band/First Nation

III. Misspelled Responses

Now, please turn to page 11 of the IBFN-1 and read the procedures up to page 15, inclusive. Once you have read these procedures, turn to page 11 of the IBFN-2 and complete the exercises on pages 11 to 13. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

Write-in to be coded: COVICHAN

Code: 472

Description: Cowichan 1

- (a) (4) Cowichan
- (b) (4) None of the above.
- (c) (1) ID Number List
- (2) ACTR
- (3) Auxiliary Information
- (4) Indian Band/First Nation Reference File

Exercise 2

- (3) Consult the Indian Band/First Nation Reference File to determine the correct code to assign.
- (6) Type in the valid code.
- (1) Examine the response to be coded.
- (2) Browse through the Indian Band/First Nation responses provided by the other members of the household to see if they have a similar response which is correctly spelt.
- (4) Verify if ACTR returned ten codes at the bottom of the screen.
- (7) Commit the code.
- (5) If the message "ACTR list may be outdated" appears, then go to the Auxiliary Information Process Table.

IV. Abbreviated Responses

Now, please turn to page 17 of the IBFN-1 and read the procedures up to page 20, inclusive. Once you have read these procedures, turn to page 15 of the IBFN-2 and complete the exercises on pages 15 to 17. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: CTK 76

Code: 393

Description: Assiniboine 76

- (a) You determine that the full form of the write-in appearing in the upper part of the manual coding screen is Carry the Kettle Band.
- (b)
 - (6) Commit the code.
 - (4) Browse through Indian Band/First Nation responses provided by other members of the household.
 - (5) Validate the code.
 - (3) Verify if ACTR returned up to 10 codes at the bottom of the screen.
 - (2) Check the Enumeration (PEDEA) ID at the bottom left hand of the screen.
 - (1) Examine the response.

Exercise 2

- (a) Expand the abbreviated write-in response to its full form by referring to the Indian Band/First Nation Reference File.
- (b) If the full response and code cannot be found, you can then browse the Indian Band/First Nation responses provided by the other members of the household. True

V. Responses of Identical or Similar Indian Band and Indian Nation Names

Now, please turn to page 21 of the IBFN-1 and read the procedures up to page 29, inclusive. Once you have read these procedures, turn to page 19 of the IBFN-2 and complete the exercises on pages 19 to 21. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

Write-in to be coded: WHITEFISH LAKE BAND

Code: 842

Description: Whitefish Lake 6

- (a) (4) None of the above.
- (b) (1) Examine the response to be coded.
- (2) Check the PEDEA ID at the bottom left hand of the screen.
- (3) Consult the ID number list.
- (4) Look up the responses on pages 22 to 26 of IBFN-1.
- (5) Look up the response in the Indian Band names listing and the Indian Reserves listing.

Exercise 2

- (a) A code corresponds to each ID number in the ID Number List. True
- (b) You can browse through the person's response to other questions to find more information. True
- (c) You can browse the Place of Birth question for assistance in coding the write-in response. True

VI. Multiple Responses

Now, please turn to page 31 of the IBFN-1 and read the procedures up to page 36, inclusive. Once you have read these procedures, turn to page 23 of the IBFN-2 and complete the exercises on pages 23 to 25. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: MICMAC BIG COVE

Code: 626

Description: Micmac Big Cove

Exercise 2

- (X) ENGLISH MICMAC
- (X) MICMAC BIG COVE
- (X) BIG COVE ENGLISH
- (X) BIG COVE MICMAC
- (X) MICMAC ENGLISH

Exercise 3

- (a) The Indian Band/First Nation coding structure requires that an entry be coded to the first Indian Band that can be identified in the write-in space. True
- (b) A multiple response occurs when two or more write-in responses with valid Indian Band codes appear in two write-in spaces. False
- (c) If no match is found in the list ACTR has returned, then you should refer the response to the next coding level. False
- (d) If a match is found, you should then browse the Indian Band/First Nation responses provided by the other members of the household. False

VII. Responses of "Same / Même", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Même que Personne 1"

Now, please turn to page 37 of the IBFN-1 and read the procedures up to page 39, inclusive. Once you have read these procedures, turn to page 27 of the IBFN-2 and complete the exercises on pages 27 and 28. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: SAME

Code: Refer to next coding level

The coder should look at Person 1's screen.

Exercise 2

- (3) Commit the code.
- (1) Examine the response to be coded.
- (2) Identify the "batch" or manual code assigned for Person 1.

Exercise 3

Refer the response to the next coding level.

VIII. Other Categories of Write-ins

Now, please turn to page 41 of the IBFN-1 and read the procedures. Once you have read these procedures, turn to page 41 of the IBFN-2 and complete the exercises on pages 29 and 30. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Answer: Refer the response to the next coding level.

Exercise 2

Check if the response can be categorized into the six types of responses.

Now that you have read the Procedures Manual and did exercises in the Training Guide about coding the Indian Band/First Nation variable, I will conduct an overall review of the coding procedures. (*Can use all of the flow charts in the IBFN-1 as a base.*)

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 31 to 57 of the IBFN-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

- | | | |
|-----|-----------------------|---|
| (a) | Write-in to be coded: | ATIKEMEC |
| | Type of Response: | Indian Nation (Tribal) name given instead of Band Name |
| | Code: | 121 |
| | Description: | Les Atikamekw de Manawan Band |
| | Procedures to follow: | Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |

The PEDEA ID is used to identify the band.

- | | | |
|-----|-----------------------|---|
| (b) | Write-in to be coded: | ATIKEMEC |
| | Type of Response: | Indian Nation (Tribal) name used instead of Indian Band Name |
| | Code: | 122 |
| | Description: | Obedjiwan Band |
| | Procedures to follow: | Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |

The PEDEA ID is used to identify the band.

- | | | |
|-----|-----------------------|---|
| (c) | Write-in to be coded: | ATIKEMEC |
| | Type of Response: | Indian Nation (Tribal) name used instead of Indian Band Name |
| | Code: | 123 |
| | Description: | Weymontachie Band |
| | Procedures to follow: | Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |

The PEDEA ID is used to identify the band.

- (d) Write-in to be coded: 3510991407
Type of Response: Indian Nation (Tribal) used instead of Indian Band Name
Code: 188
Description: Indian Band Number 351
Procedures to follow: Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1
- (e) Write-in to be coded: GARDIAN RIVER
Type of Response: Multiple response
Code: 755
Description: Garden River First Nation Band
Procedures to follow: Multiple Responses, Ch VI, pgs 31-36, IBFN-1
- (f) Write-in to be coded: POORMAN CREE
Type of Response: Multiple Responses
Code: 276
Description: Kawactoose Band
Procedures to follow: Multiple Responses, Ch VI, pgs 31-36, IBFN-1
- (g) Write-in to be coded: PETER POND BAND
Type of Response: Identical or Similar Indian Band and Indian Nation Names
Code: 184
Description: Peter Pond Lake 194
Procedures to follow: Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1

Reserve name has been transformed into the Band name instead of "Buffalo River Dene Band".

- (h) Write-in to be coded: R. RIVER
Type of Response: Abbreviated responses
Code: 813
Description: Rousseau River Band
Procedures to follow: Abbreviated Responses, Ch IV, pgs 17-20, IBFN-1

A look at the mobility screen shows that the respondent used to live at the Rousseau River Reserve.

- (i) Write-in to be coded: MACMIC
Type of Response: Other Categories of Write-in
Code: Refer to next coding level
Description: None
Procedures to follow: Other Categories of Write-ins, Ch VIII, pg 41, IBFN-1
- (j) Write-in to be coded: NHSE
Type of Response: Abbreviated response
Code: 313
Description: Norway House 17
Procedures to follow: Abbreviated Responses, Ch IV, pgs 17-20, IBFN-1

Use PEDEA ID to determine the code.

- (k) Write-in to be coded: NHSE
Type of Response: Abbreviated response
Code: 306
Description: Nelson House 170B
Procedures to follow: Abbreviated Responses, Ch IV, pgs 17-20, IBFN-1
- (l) Write-in to be coded: RED SUCKER
Type of Response: Other Categories of Write-ins
Code: 329
Description: Red Sucker Lake
Procedures to follow: Other Categories of Write-ins, Ch VIII, pg 41, IBFN-1

This response is truncated. The respondent did finish the response by leaving Lake out.

- (m) Write-in to be coded: WHITEFISH LAKE BAND 128
Type of Response: Identical or Similar Indian Band and Indian Nation Names
Code: 331
Description: Saddle Lake Band
Procedures to follow: Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1

- | | | |
|---|--|--|
| (n) | Write-in to be coded:
Type of Response: | WHITEFISH LAKE BAND 128
Identical or Similar Indian Band and Indian Nation Names |
| | Code:
Description:
Procedures to follow: | Whitefish Lake Band in Alberta
Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |
| (o) | Write-in to be coded:
Type of Response: | WHITEFISH LAKE BAND
Identical or Similar Indian Band and Indian Nation Names |
| | Code:
Description:
Procedures to follow: | 842
Whitefish Lake 6 (Whitefish Lake Band (ON))
Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |
| (p) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | RED ROCK NIPIGON
Multiple response
810
Red Rock
Multiple Responses, Ch VI, pgs 31-36, IBFN-1 |
| It is not necessary to look at cultural screen. For two band names, the rule says "take the first valid Indian Band" and assign the code to it. | | |
| (q) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | ROCKY BAY
Identical or Similar Indian Band and Indian Nation Names
811
Rocky Bay
Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1 |

Always code to band level, even if Indian Nation Name is entered first.

- (r) Write-in to be coded: SOTO
Type of Response: Misspelled response and Identical or Similar Indian Band and Indian Nation Names
Code: 819
Description: Soto Band (Sask)
Procedures to follow: Multiple Responses, Ch VI, pgs 31-36, IBFN-1 and Identical or Similar Indian Band and Indian Nation Names, Ch V, pgs 21-30, IBFN-1

The PEDEA ID is used to identify the band.

- (s) Write-in to be coded: COLD LAKE
Type of Response: Single Response
Code: 246
Description: Cold Lake
Procedures to follow: Standard Process Flow, Ch II, pgs 5-10, IBFN-1
- (t) Write-in to be coded: WFL
Type of Response: Abbreviated response
Code: 842
Description: Whitefish Lake Band (ON)
Procedures to follow: Abbreviated Responses, Ch IV, pgs 17-20, IBFN-1
- (u) Write-in to be coded: OKANAGAN
Type of Response: Single response
Code: 857
Description: Okanagan
Procedures to follow: Standard Process Flow, Ch II, pgs 5-10, IBFN-1
- (v) Write-in to be coded: CUMBERLAND HOUSE SK
Type of Response: Single response
Code: 251
Description: Cumberland House
Procedures to follow: Standard Process Flow, Ch II, pgs 5-10, IBFN-1

When code 251 is selected then "CUMBERLAND HOUSE" will appear at the bottom of the screen to validate the code.

Write-in to be coded:	SAME
Type of Response:	Same
Code:	251
Description:	Cumberland House
Procedures to follow:	Write-in Responses of "Same / Même", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Même que Personne 1", Ch VII, pgs 37-40, IBFN-1

The information to code SAME is available on Person 1's cultural screen because it is usually for Person 1 that the entries are filled in.

Write-in to be coded:	SAME
Type of Response:	Same
Code:	251
Description:	Cumberland House
Procedures to follow:	Write-in Responses of "Same / Même", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Même que Personne 1", Ch VII, pgs 37-40, IBFN-1

Write-in to be coded:	SAME
Type of Response:	Same
Code:	251
Description:	Cumberland House
Procedures to follow:	Write-in Responses of "Same / Même", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Même que Personne 1", Ch VII, pgs 37-40, IBFN-1

Write-in to be coded:	SAME
Type of Response:	Same
Code:	251
Description:	Cumberland House
Procedures to follow:	Write-in Responses of "Same / Même", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Même que Personne 1", Ch VII, pgs 37-40, IBFN-1

Write-in to be coded:	NELSON HOUSE METIS
Type of Response:	Single response
Code:	306
Description:	Nelson House
Procedures to follow:	Standard Process Flow, Ch II, pgs 5-10, IBFN-1

This person is a boarder and is not family related to other persons in the household. Look at this respondent's cultural screen to code the last response.

ETHNIC ORIGIN VARIABLE

I. Introduction

Now, would you please turn to page 1 of the Ethnic Origin Procedures Manual (EO-1) and read the Introduction up to and including page 3.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on page 3 of the EO-2, Ethnic Origin Training Guide. Allow 15 minutes and then review the Answer Key shown below.

Answer Key**Exercise 1**

- (a) Single responses represented by one word and by more than one word
- (b) Misspelled responses
- (c) Abbreviated responses
- (d) Write-in responses of "Indian" or "Indien(ne)"
- (e) Write-in responses of "Native", "Native Canadian", or "Canadian Native"
- (f) Multiple responses
- (g) Write-in responses of "Same / Mème", "See Person 1/ Voir Personne 1" or "Same as Person 1/ Mème que Personne 1".
- (h) Other types of write-in responses.

Exercise 2

- (a) If a phrase is returned by ACTR compare the response to be coded starting with the first phrase, to determine if it is a suitable match.
- (b) If the code description matches the response, then commit the code.
- (c) If the code description does not match the response, then determine if the next phrase returned by ACTR can be selected.
- (d) If no match is found in the list ACTR has returned, then the coder may type in a valid code or refer the response to the next level of coding.

II. Standard Process Flow

Now that you have been introduced to the variable you will code, please turn to page 5 of the EO-1 and read the procedures up to page 8, inclusive. Once you have read these procedures, turn to page 5 of the EO-2 and complete the exercises on pages 5 to 9. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: MAURITIANIAN

Code: 172

Description: Mauritian

Exercise 2

- 1. I Write-in
- 2. E ACTR returned phrase(s)
- 3. K Position the respondent occupies on the questionnaire
- 4. J PERSNR
- 5. C Code
- 6. H Ethnic Origin
- 7. D Non-official Language
- 8. B Home Language
- 9. N Mother Tongue
- 10. G Place of Birth
- 11. M Aboriginal Self-reporting
- 12. A Indian Band/First Nation
- 13. L Indian Registration
- 14. F On/Off Reserve

Exercise 3

- (a) False You can also use the Ethnic Origin Code List, cultural data from the respondent, and, in some cases, cultural data from other members of the respondent's household.
- (b) True
- (c) False Before referring the response, you should always check to see if it is one of the eight basic types of responses outlined in the Ethnic Origin Procedures Manual. If the response is one of the eight basic types, you should attempt to code the response according to the instructions in the manual.

- (d) True
- (e) False Write-in responses made up of more than one word are valid and may represent either a single response of a multiple response.
- (f) False (but sometimes True). In some cases, you can browse through cultural data for each member of the household. You should, however, not browse through the cultural data for other members of the household for responses of "Indian", "Indien(ne)", "Native", "Native Canadian", "Canadian Native", or multiple responses.
- (g) True
- (h) False If a suitable code is found, type, validate and commit the code. Only refer the response to the next level of coding when a valid code is not found.
- (i) True
- (j) False Multiple-word responses that represent a single response follow the same coding procedures as single-word responses. Those representing multiple responses do not. To code multiple responses, refer to section VII of the Ethnic Origin Procedures Manual.

Exercise 4

- (3) Browse through the data from each household member for the same question.
- (4) Refer the response to the next coding level.
- (1) Identify the response to be coded.
- (2) Browse through the person's cultural questions.

Exercise 5

- (a) Relationship to Person 1
- (b) Population Group
- (c) Mother Tongue (use Home Language if Mother Tongue is a non-response)
- (d) Place of Birth
- (e) On/off Reserve
- (f) Aboriginal Self-reporting
- (g) Indian Band/First Nation
- (h) Registered Indian Status

III. Misspelled Responses

Now, please turn to page 9 of the EO-1 and read the procedures up to page 13, inclusive. Once you have read these procedures, turn to page 11 of the EO-2 and complete the exercises on pages 11 to 13. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (i) (c) Martinique
- (ii) (a) the Ethnic Origin Reference Code Book
- (iii) (Note: any variation of the answers below is acceptable.)
 - (a) Examine the response to be coded and verify if there are any phrases returned by ACTR.
 - (b) Consult the Ethnic Origin Reference Code Book to find the correct spelling and determine the correct code.
 - (c) Browse the ethnic origin responses provided by the other members of the household, then browse the respondent's responses to the other cultural questions.

Write-in to be coded: MARTYNIQUE

Code: 196

Description: Other Caribbean, n.i.e.

Exercise 2

- (3) Consult the Ethnic Origin Reference Code Book to find the correct spelling of the write-in and to determine the correct code to be assigned.
- (5) Type in the valid code.
- (1) Examine the response to be coded.
- (4) Browse the ethnic origin responses provided by the other members of the household to see if they have a similar response which is correctly spelt.
- (2) Verify if there are any phrases returned by ACTR.
- (6) Commit the code.
- (7) Refer the response to the next coding level.

IV. Abbreviated Responses

Now, please turn to page 15 of the EO-1 and read the procedures up to page 18, inclusive. Once you have read these procedures, turn to page 15 of the EO-2 and complete the exercises on pages 15 and 16. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (i) You determine that the full form of this response is Caribbean.
- (ii)
 - (3) Browse through the ethnic origin data for each household member.
 - (5) Validate the code.
 - (2) Check for ACTR returned phrases.
 - (4) Browse through the other responses by this person.
 - (1) Examine the response.

Write-in to be coded: CARBBN

Code: 196

Description: Other Caribbean, n.i.e.

Exercise 2

- (i) On the List of Commonly Abbreviated Ethnic Origin Responses.
- (ii) Ethnic Origin Reference
- (iii) True.

V. Responses of "Indian" or "Indien(ne)"

Now, please turn to page 19 of the EO-1 and read the procedures up to page 22, inclusive. Once you have read these procedures, turn to page 17 of the EO-2 and complete the exercises on pages 17 to 19. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (i)
 - 1. Examine the response to be coded
 - 3. Browse the respondent's cultural data
 - 4. refer the response to the next level of coding

- (ii) 1. Kenya
- 3. India
- 4. South Africa
- 5. Sri Lanka
- 8. Fiji

Write-in to be coded: INDIAN

Code: 122

Description: East Indian, n.i.e.

Exercise 2

- (i) False Code 242 should be entered only if the respondent has answered "North American Indian".
- (ii) True
- (iii) False For coding responses of "Indian" and "Indien(ne)" only the respondent's cultural data should be used. Data from other members of the household should not be consulted for this type of response.

VI. Responses of "Native", "Native Canadian" or "Canadian Native"

Now, please turn to page 23 of the EO-1 and read the procedures up to page 26, inclusive. Once you have read these procedures, turn to page 21 of the EO-2 and complete the exercises on pages 21 and 22. (Allow 20 minutes and then review with the Answer Key shown below.)

Answer Key

Exercise 1

Write-in to be coded: NATIVE

Code: Refer to next level of coding

Description: Refer to next level of coding

Exercise 2

- (i) (a) North American Indian
- (b) Métis
- (c) Inuit
- (ii) False If the respondent is not North American Indian, Métis, or Inuit, the response should be referred to the next level of coding.

VII. Multiple Responses

Now, please turn to page 27 of the EO-1 and read the procedures up to page 30, inclusive. Once you have read these procedures, turn to page 23 of the EO-2 and complete the exercises on pages 23 and 24. Allow 30 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

Write-in to be coded: DANISH SCANDINAVIAN

Code: 031

Description: Danish

Exercise 2

(X) Franco-Ontarian

(X) Black-Haitian

(X) German-Norwegian

(Montagnais-Naskapi and Trinidad-Tobago are multiple word-responses which represent single responses.)

Exercise 3

(i) True

(ii) True

(iii) True

(iv) False

If a match is found, you should type, validate and commit the code. You do not need to browse through the Ethnic Origin responses provided by other members of the household.

VIII. Responses of "Same / Môme", "See Person 1 / Voir Personne 1" or "Same as Person 1 / Môme que Personne 1"

Now, please turn to page 31 of the EO-1 and read the procedures up to page 33, inclusive. Once you have read these procedures, turn to page 25 of the EO-2 and complete the exercises on pages 25 and 26. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: SAME AS

Code: 232

Description: Canadian

Exercise 2

(3) Commit the code.

(1) Examine the response to be coded.

(2) Identify the "batch" or manual code assigned for Person 1.

Exercise 3

Refer the response to the next coding level.

IX. Other Types of Write-ins

Now, please turn to page 35 of the EO-1 and read the procedures. Once you have read these procedures, turn to page 27 of the L-2 and complete the exercises on pages 27 and 28. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded: PALE

Code: Refer to the next level of coding

Description: Refer to the next level of coding.

Exercise 2

Verify if there are any phrases returned by ACTR at the top of the screen. Examine the response to see if it can be categorized as one of the previous seven types of responses.

Now that you have read the Procedures Manual and did exercises in the Training Guide about coding the Ethnic Origin variable, I will conduct an overall review of the coding procedures. *(Can use all of the flow charts in the EO-1 as a base.)*

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 29 to 45 of the EO-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

- | | | |
|-----|-----------------------|--|
| (a) | Write-in to be coded: | INDIAN |
| | Type of Response: | Indian |
| | Code: | Refer to next level of coding |
| | Description: | None |
| | Procedures to follow: | Write-in Responses of "Indian" or "Indien(ne)", Ch V, pgs 19-22, EO-1 |
| (b) | Write-in to be coded: | INDIAN |
| | Type of Response: | Indian |
| | Code: | 242 |
| | Description: | North American Indian |
| | Procedures to follow: | Write-in Responses of "Indian" or "Indien(ne)", Ch V, pgs 19-22, EO-1 |
| (c) | Write-in to be coded: | NATIVE |
| | Type of Response: | Native |
| | Code: | None |
| | Description: | Refer to next level of coding |
| | Procedures to follow: | Write-in Responses of "Native", "Native Canadian" or "Canadian Native", Ch VI, pgs 23-26, EO-1 |
| (d) | Write-in to be coded: | INDIENNE |
| | Type of Response: | Indian |
| | Code: | 242 |
| | Description: | North American Indian |
| | Procedures to follow: | Write-in Responses of "Indian" or "Indien(ne)", Ch V, pgs 19-22, EO-1 |
| (e) | Write-in to be coded: | INDIAN |
| | Type of Response: | Indian |
| | Code: | None |
| | Description: | Refer to next level of coding |
| | Procedures to follow: | Write-in Responses of "Indian" or "Indien(ne)", Ch V, pgs 19-22, EO-1 |

- | | | |
|-----|--|--|
| (f) | Write-in to be coded:
Type of Response:

Code:
Description:
Procedures to follow: | AMERICAN INDIAN
Indian or Multiple Response or
Other Response
None
Refer to next level of coding
Write-in Responses of "Indian" or
"Indien(ne)", Ch V, pgs 19-22, EO-1
or Multiple Responses, Ch VII, pgs
27-30. EO-1. |
| (g) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | INDIAN
Indian
122
East Indian, n.i.e.
Write-in Responses of "Indian" or
"Indien(ne)", Ch V, pgs 19-22, EO-1 |
| (h) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | GVATEMALAN
Misspelled Response
216
Guatemalan
Misspelled Responses, Ch III, pgs
9-13, EO-1 |
| (i) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | NATIVE
Native
241
Inuit
Write-in Responses of "Native",
"Native Canadian" or "Canadian
Native ", Ch VI, pgs 23-26, EO-1 |
| (j) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | INDIEN
Indian
122
East Indian, n.i.e.
Write-in Responses of "Indian" or
"Indien(ne)", Ch V, pgs 19-22, EO-1 |
| (k) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | CANADIAN NATIVE
Canadian Native
None
Refer to next level of coding
Write-in Responses of "Native",
"Native Canadian" or "Canadian
Native ", Ch VI, pgs 23-26, EO-1 |

- | | | |
|-----|--|---|
| (l) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | IRISH GERMAN
Multiple Response
372
German and Irish/ Irish and German
Multiple Responses, Ch VII, pgs 27-30, EO-1 |
| (m) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | NATIVE CANADIAN
Native Canadian
242
North American Indian
Write-in Responses of "Native",
"Native Canadian" or "Canadian
Native ", Ch VI, pgs 23-26, EO-1 |
| (n) | Write-in to be coded:

Type of Response:
Code:
Description:
Procedures to follow: | ENGLISH FRENCH GERMAN
ITALIAN
Multiple Response
None
Refer to next level of coding
Multiple Responses, Ch VII, pgs 27-30, EO-1 |
| (o) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | CANADIAN NATIVE
Native
241
Inuit
Write-in Responses of "Native",
"Native Canadian" or "Canadian
Native ", Ch VI, pgs 23-26, EO-1 |
| (p) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | CHEKOSLOVAKYON
Misspelled Response
046
Czechoslovakian
Misspelled Responses, Ch III, pgs 9-13, EO-1 |
| (q) | Write-in to be coded:
Type of Response:
Code:
Description:
Procedures to follow: | NON STAT.
Other Types of Write-in
None
Refer to next level of coding
Other Types of Write-ins, Ch IX, pgs 35, EO-1 |

**PLACE OF RESIDENCE 1 YEAR AND 5 YEARS AGO OUTSIDE
CANADA VARIABLE****I. Introduction**

Now, would you please turn to page 1 of the Place of Residence 1 Year and 5 Years Ago Outside Canada Procedures Manual (MBO-1) and read the Introduction on pages 1 and 2.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on page 3 of the MBO-2, Place of Residence 1 Year and 5 Years Ago Outside Canada Training Guide. Allow 15 minutes and then review the Answer Key shown below.

Answer Key**Exercise 1**

Answer the following question:

When a Form 2B respondent marks circle 05 in Question 22 and circle 11 in Question 23, what is he supposed to specify?

When a respondent marks circle 05, he must specify his place of residence outside Canada by writing in the name of the country where he resided on May 14, 1995 for Question 22 and on May 14, 1991 for Question 23.

Exercise 2

Fill in the blanks.

The Procedures Manual describes the automated coding procedures for responses with place of residence outside Canada, i.e. the last write-in boxes in each question.

Exercise 3

Indicate whether each statement is true (T) or false (F).

- (a) Questions 22 and 23 are identical.
False. Question 22 asks about place of residence 1 year ago, whereas Question 23 asks about place of residence 5 years ago.

- (b) Question 23 asks about place of residence 1 year ago.
False. Question 23 asks about place of residence 5 years ago.
- (c) The responses for outside Canada and inside Canada are treated as two different variables.
True. The system treats the two responses differently.
- (d) Questions 22 and 23 provide information about the origin and destination in Canada of Canadian residents who have moved.
False.

II. Standard Coding Procedures

Now that you have been introduced to the variable you will code, please turn to page 3 of the MBO-1 and read the procedures on pages 3 and 4. Once you have read these procedures, turn to page 5 of the MBO-2 and complete the exercises on pages 5 to 7. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Fill in the blank.

As a general coder, you are responsible for assigning a code to each response according to the instructions you are given.

Exercise 2

Name the one category of responses possible for the variable "Place of Residence 1 Year and 5 Years Ago – Outside Canada".

Responses containing the name of the country.

Exercise 3

Name the coding difficulties.

- (1) misspelled responses
- (2) multiple responses
- (3) other responses

Exercise 4

Mark the right answer - V.

When the system shows you a response, the first thing to do is:

- ☐ verify whether the ACTR system has returned a phrase or phrases.
- ☐ verify whether the response is in the MCB.
- ☒ identify the category of response.

Exercise 5

Mark the right answer – V.

When the system shows you a response and the ACTR returns a phrase or phrases, you should:

- ☒ verify the response in the MCB.
- ☐ code the response.
- ☐ select a phrase for coding.

A. Code match

Exercise 1

On the basis of the procedures in the code match table in Chapter II of the Procedures Manual, connect each condition on the left to the appropriate action on the right using an arrow.

- | | | | |
|-----|---|-----|--|
| (a) | IF a valid code is displayed at the bottom of the screen THEN | (1) | refer the response to the next level of coding |
| (b) | IF an invalid code is <i>still</i> displayed at the bottom of the screen THEN | (2) | verify whether the code was input correctly |
| (c) | IF an invalid code is displayed at the bottom of the screen, THEN | (3) | commit the code. |

a=3, b=1, c=2

Exercise 2

Fill in the blanks by consulting the MCB and selecting one of the numbered code match steps.

- (a) The system shows the response "FRANCE". You look it up in the MCB and the code is 503. The next three steps you must carry out are 3,1,2. Following these steps, the system displays a valid code at the bottom of the screen. The last step you perform is to 6.
- (b) The system shows the response "CYPRUS" You look it up in the MCB and the code is 569. The next three steps you perform are 3,1,2. Following these steps, the system displays an invalid code at the bottom of the screen; what do you do? 7. The invalid code still appears at the bottom of the screen; what do you do? 5.
- (1) validate the code
 - (2) verify whether a valid code is displayed at the bottom of the screen
 - (3) type the code
 - (4) the valid code is displayed at the bottom of the screen
 - (5) refer the response to the next level of coding
 - (6) commit the code
 - (7) verify whether the code was input correctly. If not, correct the code and repeat the steps 1 and 2.

III. Processing Responses Containing the Name of the Country

Now, please turn to page 5 of the MBO-1 and read the procedures up to page 7, inclusive. Once you have read these procedures, turn to page 9 of the MBO-2 and complete the exercises on pages 9 and 10. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

The response in the example is "MEXIQUE".

Circle the correct answer. You have identified the response as a country. What is your next step?

- (a) examine the response
- (b) **consult the MCB**
- (c) consult the phrases or list of phrases returned by ACTR
- (d) none of the above

Exercise 2

Circle the correct answer. What exactly are you looking for when you consult the MCB?

- (a) the response "MEXIQUE" only
- (b) **a code for the response "MEXIQUE"**
- (c) neither of the above

Exercise 3

What code did you find in the MCB for the response "MEXIQUE"?
206

Exercise 4

Use the standard-coding-procedures flowchart or the situation/condition/action table in Chapter III A of the Procedures Manual to code the following sample responses.

- (a) KENYA, code 628
- (b) JAPON, code 729

IV. Processing Responses Containing Difficulties

Now, please turn to page 9 of the MBO-1 and read the procedures up to page 16, inclusive. Once you have read these procedures, turn to page 11 of the MBO-2 and complete the exercises on pages 11 to 18. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**A. Processing misspelled responses****Exercise 1**

The response in the example is "KORGA".

Circle the correct answer. The correct spelling is:

- (a) KORBA
- (b) KORAB
- (c) KORA
- (d) KOREA

Exercise 2

Circle the correct answer. When you have found the code for the correctly spelled response of "KORGA", what is your next step?

- (a) validate the code
- (b) verify the code
- (c) type the code
- (d) none of the above

Exercise 3

Use the standard-coding-procedures flowchart or the situation/condition/action table in Chapter IV-A of the Procedures Manual to code the following sample responses.

- (a) MASADONIA: correct spelling MACEDONIA, code 574
- (b) ALLEMANGUE: correct spelling ALLEMAGNE, code 505
- (c) COSTARICA: correct spelling COSTA RICA, code 202
- (d) TRINIDAD & TOBAGO: correct spelling TRINIDAD & TOBAGO, code 322

B. Processing multiple responses

Exercise 1

The response in the example is "CHINA AND HONG KONG".

Circle the correct answer. When you encounter a multiple response, you:

- (a) refer it to the next level of coding
- (b) **take only the first response into account**
- (c) code all responses
- (d) take the best response

Exercise 2

What category of response is "CHINA"?

- (a) misspelled response
- (b) abbreviated response
- (c) **name of a country**
- (d) other response

Exercise 3

Use the standard-coding-procedures flowchart or the situation/condition/action table in Chapter IV B of the Procedures Manual to code the following sample responses.

- (a) LETHOSO SUD AFRIQUE, code 673
- (b) GERMANY ASIA, code 505
- (c) CONGO BRAZAVILLE, code 663
- (d) DANEMARK VIENNA, code 556

C. Processing other responses

Exercise 1

The system sends you the following abbreviated response "PRC". What do you do? **Refer it to the next level of coding.**

The system sends you the response "same", "same as Person 1", "même", "même que la Personne 1". What do you do? **Refer it to the next level of coding.**

The system shows you the following incomprehensible response: "was not born". What do you do? **Refer it to the next level of coding.**

Now that you have read the Procedures Manual and did the exercises found in the Training Guide about coding the Place of Residence 1 Year and 5 Years Ago Outside Canada variable, I will conduct an overall review of the coding procedures. (Can use all of the flow charts in the MBO-1 as a base.)

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 19 to 21 of the MBO-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

- (1) name of the country
- (2) misspelled responses
- (3) multiple responses
- (4) other responses

Response	Category	Code
(a) BONGLADESHE	2	756
(b) SOMMALY	2	637
(c) REPUBLICA NG PHILIPINAS	2	747
(d) W.INDIES JAMAICA	3	314
(e) SEAMAN	4	Refer to next level of coding
(f) DAMASCUS SYRIA	3	718
(g) DUBLIN EIRE	3	599
(h) SWIJERLAND	2	511
(i) SAME	4	Refer to next level of coding
(j) SYCHELLE	2	636
(k) EUROPE FRANCE RUSSIA	3	589
(l) RFA	4	Refer to next level of coding
(m) ZIMBZWBE	2	641
(n) QUITO ECUADOR	3	406
(o) G CAYMAN	2	307

Response	Category	Code
(p) S.A.RABIA	2	717
(q) SAN SALVADOR PARAGUAY LOMA	3	203
(r) BAKISTAN	2	761
(s) NAIROBI KENYA	3	628
(t) VN	4	Refer to next level of coding
(u) VOIR P.1.	4	Refer to next level of coding
(v) BURINA FASO	2	602
(w) CANADA	1	006
(x) AUSTRIA	1	501
(y) OTTAWA	1	006
(z) ENGLAND	1	548

PLACE OF RESIDENCE 1 YEAR AND 5 YEARS AGO INSIDE CANADA
VARIABLEI. Introduction

Now, would you please turn to page 1 of the Place of Residence 1 Year and 5 Years Ago Inside Canada Procedures Manual (MBI-1) and read the Introduction on pages 1 and 2.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on page 3 of the MBI-2, Place of Residence 1 Year and 5 Years Ago Inside Canada Training Guide. Allow 15 minutes and then review the Answer Key shown below.

Answer Key**Exercise 1**

Answer the following question:

When a Form 2B respondent marks circle 03 in Question 22 and circle 09 in Question 23, what is he supposed to specify?

When a respondent marks circle 03, he must specify his place of residence inside Canada by writing in the name of the city, town, township, municipality or Indian reserve in Canada, and the name of the province or territory where he lived on May 14, 1995, for Question 22 and on May 14, 1991, for Question 23.

Exercise 2

Answer the next question by filling in the blanks.

The Procedures Manual describes the automated coding procedures for responses with place of residence inside Canada, i.e. the first two boxes in each question.

Exercise 3

Indicate whether each statement is true (T) or false (F).

- (a) Questions 22 and 23 are identical.
False. Question 22 asks about the place of residence 1 year ago, whereas Question 23 asks about place of residence 5 years ago.
- (b) Question 23 asks about the place of residence 1 year ago.
False. Question 23 asks about the place of residence 5 years ago.
- (c) The responses for inside Canada and outside Canada are treated as two different variables.
True. The system treats the two responses differently.
- (d) Questions 22 and 23 tell us where people living in Canada are moving to and from within Canada, and from outside Canada.
True.

II. Standard Coding Procedures

Now that you have been introduced to the variable you will code, please turn to page 3 of the MBI-1 and read the procedures on pages 3 to 6. Once you have read these procedures, turn to page 5 of the MBI-2 and complete the exercises on pages 5 to 12. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

Fill in the blank.

As a general coder, you are responsible for assigning a code to each response according to the instructions you are given.

Exercise 2

Name the three categories of responses for the variable "Place of Residence 1 Year and 5 Years Ago – Inside Canada".

- (1) responses containing both the place name and the province
- (2) responses containing only the place name
- (3) responses containing only the province

Exercise 3

Name the coding difficulties.

- (1) misspelled responses
- (2) multiple responses
- (3) other responses

Exercise 4

Mark the right answer – V. When the system shows you a response, the first thing to do is:

- () check whether the ACTR system has returned a phrase or phrases.
- () check whether the response is in the MCB.
- (V) identify under which category of response it is found.

Exercise 5

Mark the right answer – V. When the system shows you a response and the ACTR system returns a phrase or phrases, you should:

- (V) check the response in the MCB.
- () code the response.
- () select a phrase for coding.

A. The codes**Exercise 1**

The two types of codes used to code this variable are:

- (1) Standard Geographic Classification Codes;
- (2) Pseudo Codes.

Exercise 2

In the following statements, circle the correct answer.

- (1) SGCs consist of (3, 8, 10, 7) digits.
- (2) The first two digits of an SGC represent the (city, **province**, country) and the next two digits represent the (region, province, **CD**).
- (3) The last three digits of a SGC represent the (**CSD**, province, country).

Exercise 3

Using the MCB, find the SGCs for the following responses:

QUEBEC CITY, QC: 2423025 (24=province, 23=CD, 025=CSD)
CANMORE, AB: 4815023 (48=province, 15=CD, 023=CSD)
SUDBURY, ON: 3553007 (35=province, 53=CD, 007=CSD)
ALEXANDRIA, ON: 3501055 (35=province, 01=CD, 055=CSD)
SHEDIAC CAPE, NB: 1307016 (13=province, 07=CD, 016=CSD)

Exercise 4

There are two types of pseudo codes; name them.

- (1) **National Pseudo Codes**
- (2) **Provincial Pseudo Codes**

Exercise 5

National Pseudo Codes are used to identify places with the same name in different provinces. Assign a national Pseudo Codes to the following responses.

- (a) ABERDEEN: 9900677 (99=indicates that it's a TC, 00=indicates that the province is unknown, 677=refers to the place name, Aberdeen)
- (b) SUMMERFIELD: 9900575 (99=indicates that it's a TC, 00=indicates that the province is unknown, 575=refers to the place name, Summerfield)
- (c) GASPEREAU: 9900122 (99=indicates that it's a TC, 00=indicates that the province is unknown, 122=refers to the place name, Gaspereau)

Exercise 6

Provincial Pseudo Codes are used to identify places with the same name in the same province. Assign a provincial Pseudo Codes to the following responses:

- (a) LITTLE RIVER N.S.: 9912151 (99=indicates that it's a Pseudo Codes, 12=indicates the province of Nova Scotia, 151=refers to the place name, Little River)
- (b) UNION ONT: 9935221 (99=indicates that it's a Pseudo Codes, 35=indicates the province of Ontario, 221=refers to the place name, Union)
- (c) LONG BEACH NS: 9912136 (99=indicates that it's a Pseudo Codes, 12=indicates the province of Nova Scotia, 136=refers to the place name, Long Beach)
- (d) LAC LONG QC: 9924029 (99=indicates that it's a Pseudo Codes, 24=indicates the province of Quebec, 029=refers to the place name, Lac Long)

B. Code match

Code match is the phase where a code is assigned to each response displayed by the system.

Exercise 1

On the basis of the procedures in the code match table in Chapter II of the Procedures Manual, connect each condition on the left to the appropriate action on the right using an arrow.

- | | |
|---|---|
| (a) IF the message "valid code - refer to valid code list" is displayed at the bottom of the screen
THEN | (1) refer the response to next level of coding |
| (b) IF the message "enter a code - code entered is not valid" is still displayed at the bottom of the screen
THEN | (2) verify whether the code corresponds to the appropriate Census subdivision as it appears on the Valid Codes List |
| (c) IF the message "enter a code - code entered is not valid" is displayed at the bottom of the screen,
THEN | (3) verify whether the code was input correctly. If an error has been made, correct the code and repeat STEPS 1 and 2. |

a=2, b=1, c=3

Exercise 2

Fill in the blanks, consulting the MCB or selecting one of the numbered code match steps.

- (a) The system shows the response "OTTAWA ONTARIO". You look it up in the MCB and the code is 3506014 (35=province, 06=CD, 014=CSD). The next two steps you must carry out are 3.1. Following these steps, the system displays the following message "valid code - refer to valid code list" at the bottom of the screen. You will then 2. If the code corresponds, you 6.
- (b) The system shows the response "RED DEER ALBERTA". You look it up in the MCB and the code is 4808011 (48=province, 08=CD, 011=CSD). The next two steps you perform are 3.1. Following these steps, the system displays at the bottom of the screen the message "enter a code - code entered is not valid"; what do you do? 7. Following this step the message "enter a code - code entered is not valid" still appears at the bottom of the screen; what do you do? 5.
- (1) Validate the code.
 - (2) Verify whether the valid code corresponds to the appropriate census subdivision found in the Valid Codes List.
 - (3) Type the code.
 - (4) The message "valid code - refer to valid code list" is displayed at the bottom of the screen.
 - (5) Refer the response to the next level of coding.
 - (6) Commit the code.
 - (7) Verify whether the code was input correctly. If an error has been made, correct the code and repeat steps 1 and 2.

III. Processing the Three Categories of Responses

Now, please turn to page 7 of the MBI-1 and read the procedures up to page 15, inclusive. Once you have read these procedures, turn to page 13 of the MBI-2 and complete the exercises on pages 13 to 21. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

- A. Processing responses containing both the place name and the province**

Exercise 1

Circle the correct answer. You have identified the response as a place name and a province. What is your next step?

- (a) examine the response
- (b) **consult the MCB**
- (c) consult the phrases returned by the ACTR system
- (d) none of the above

Exercise 2

Circle the correct answer.

What exactly are you looking for when you consult the MCB?

- (a) the response "FREDERICTON NB" only
- (b) **a code for the response "FREDERICTON NEW BRUNSWICK"**
- (c) neither of the above

Exercise 3

What code did you find in the MCB for the response "FREDERICTON NEW BRUNSWICK"? **1310032**

Exercise 4

- (a) OKOTOKS AB: 4806012
- (b) EGYPT ON: 3519070
- (c) EDMUNSTON NB: 1313029
- (d) ELVA, MB: 4605050

B. Processing responses containing the place name only

Exercise 1

Circle the correct answer.

The code for the response "LA RONGE" is:

- (a) 4718041
- (b) 4178041
- (c) 4818041
- (d) none of the above

Exercise 2

When you have found the code for the response "LA RONGE", the next stage is code match. Put the following steps in order:

- | | | |
|-----|--|---|
| (a) | validate the code | 2 |
| (b) | type the code | 1 |
| (c) | commit the code | 4 |
| (d) | verify whether the valid code corresponds to the appropriate census subdivision found in the Valid Codes List. | 3 |

Exercise 3

- (a) IQALUITT: 6104003
- (b) TORONTO: 3520004
- (c) RIMOUSKI: 2410045
- (d) RED DEER: 4808011

C. Processing responses containing the name of the province only

Exercise 1

Indicate whether the following statements are true (T) or false (F).

- | | | |
|-----|--|-------|
| (a) | The response "NEW BRUNSWICK" is in the MCB and the code is 1300000. | False |
| (b) | The response "NEW BRUNSWICK" should be referred to the next level of coding. | False |
| (c) | The response "NEW BRUNSWICK" is in the MCB and the code is 9913000. | True |

Exercise 2

Answer the following question. When you have found the code for a province, what is the next step?

Follow the coding procedures for code match**Exercise 3**

- (a) NT: 6100000
- (b) ON: 3500000
- (c) MB: 4600000
- (d) QC: 2400000

IV. Processing Responses Containing Difficulties

Now, please turn to page 17 of the MBI-1 and read the procedures up to page 24, inclusive. Once you have read these procedures, turn to page 23 of the MBI-2 and complete the exercises on pages 23 to 29. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**A. Processing misspelled responses****Exercise 1**

Circle the correct answer. The correct spelling is:

- (a) **BLACKFOOT AB**
- (b) BLACKFEET AB
- (c) BLACK FEET AB
- (d) BLOCK FOOT AB

Exercise 2

Circle the correct answer. Under which category of response "BLACK FOOT ALBERTA" falls, when correctly spelled?

- (a) Name of place name only
- (b) Name of province only
- (c) **Place name and province**
- (d) Other category of response
- (e) Misspelled response

Exercise 3

Use the standard-coding-procedures flowchart or the situation/condition/action table in Chapter IV-A of the Procedures Manual to code the following sample responses.

- (a) MISSISAGUA: (correct spelling: Mississauga) 3521005
- (b) ST.FOY: (correct spelling Sainte Foy) 2423060
- (c) OTTOWA: (correct spelling Ottawa) 3506014
- (d) 22 BLABLABLA DAUPHIN TOWM MANITOBA: (correct spelling Dauphin Town) 9946003 (99= more then 1 Dauphin Town in Manitoba)

B. Processing multiple responses

The system shows you a multiple response (EDMONTON TORONTO). Use this response in exercises 1 and 2.

Exercise 1

Circle the correct answer. When you encounter a multiple response, you:

- (a) refer it to the next level of coding
- (b) **take only the first response into account**
- (c) code all responses
- (d) take the best response

Exercise 2

What category of response is "EDMONTON"?

- (a) **Place name only**
- (b) Name of province only
- (c) Place name and province
- (d) Other category of response
- (e) Misspelled response

Exercise 3

Use the standard-coding-procedures flowchart or the situation/condition/action table in Chapter IV-B of the Procedures Manual to code the following sample responses.

- (a) CHICOUTIMI: 2494050
- (b) VANCOUVER: 5915022

C. Processing other responses**Exercise 1**

The system sends you the following abbreviated response:
S'SIDE. What do you do? Refer it to the next level of coding.

Exercise 2

The system sends you the response "same", "same as Person 1", "même", "même que la Personne 1". What do you do? Refer it to the next level of coding.

Exercise 3

The system shows you the following incomprehensible response:
FORGET IT. What do you do? Refer it to the next level of coding.

Now that you have read the Procedures Manual and did exercises in the Training Guide about coding the Place of Residence 1 Year and 5 Years Ago Inside Canada variable, I will conduct an overall review of the coding procedures. (Can use all of the flow charts in the MBI-1 as a base.)

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 31 to 33 of the MBI-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

- (1) responses containing both the place name and the province
- (2) responses containing the place name only
- (3) responses containing the province only
- (4) misspelled responses
- (5) multiple responses
- (6) other responses

Response	Category	Code
(a) MOUNTAIN VIEW	2	3513028
(b) ALEXANDRIA STORMONT ONTARIO	5	3501055

Response	Category	Code
(c) NEW GLASGON NS	4	1212011
(d) MARS	6	Refer to next level of coding
(e) TOGO MANITOBA	1	4709039
(f) YUK	4	6000000
(g) DRUMHELLER EDMONTON ALBERTA	5	4805029
(h) MOOSEJAW SK	1	4707039
(i) MEME	6	Refer to next level of coding
(j) CFB SHILO	2	1209012
(k) TRAVELLING ARIZONA	6	Refer to next level of coding
(l) DARMOUTH NOVA SCOTIA	1	1209022
(m) ISLE VERTE SAINTE FOY PQ	5	2412040
(n) ILE DU P.EDWARD	3	1100000
(o) HALIFAX OTTAWA ONTARIO	5	1209021
(p) PHOENIX BC	1	5905048
(q) EDMUNSTON NB	1	1313029
(r) RAPIDE CITY TORONTO ON	5	4615029
(s) KAMSAEK SASKATCHEWAN	1	4709039
(t) D D ORMEAUX PQ	4	2466140
(u) POND INLET	2	6104020
(v) EGYPT ONT WINNIPEG MB	5	3519070
(w) KANATA	2	3506030
(x) CHILLOWACK COLOMBIE-BRITANNIQUE	1	5909020
(y) HULL OTTAWA	5	2481020
(z) VARIOUS	6	Refer to next level of coding

MAJOR FIELD OF STUDY VARIABLE

I. Introduction

Now, would you please turn to page 1 of the Major Field of Study Procedures Manual (MFS-1) and read the Introduction up to and including page 6.

Once the trainees have read the Introduction, ensure that they understand the items addressed by giving them examples and allowing for questions and answers. Allow about 15 minutes.

Once you have finished reading the Introduction, complete the exercises on pages 3 and 4 of the MFS-2, Major Field of Study Training Guide (MFS-2). Allow 15 minutes and then review the Answer Key shown below.

Answer Key**Exercise 1**

- | A | B | |
|-----|---|--------------------------------------|
| (1) | f | See p.1 of MFS-1, 1st par., 1st sen. |
| (2) | g | See p.1 of MFS-1, 1st par., 2nd sen. |
| (3) | e | See p.1 of MFS-1, 1st par., 6nd sen. |
| (4) | d | See p.2 of MFS-1, 2nd par., 2nd sen. |
| (5) | c | See p.3 of MFS-1, 1st par., 1st sen. |
| (6) | a | See p.3 of MFS-1, 1st par., 1st sen. |
| (7) | b | See p.5 of MFS-1, 1st par., 1st sen. |

Exercise 2

- (1) single responses
 - (2) misspelled responses
 - (3) abbreviated responses
 - (4) multiple responses
 - (5) other categories of responses.
- See p. 5 of MFS-1.

II. Standard Process Flow

Now that you have been introduced to the variable you will code, please turn to page 7 of the MFS-1 and read the procedures up to page 13, inclusive. Once you have read these procedures, turn to page 5 of the MFS-2 and complete the exercises on pages 5 to 7. Allow 45 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

- (a) False Responses made up of more than one word are valid. Procedures are outlined in your manual for the coding of responses made up of more than one word.
- (b) False If a response is more than one word, you must determine whether it is a single response made up of more than one word (eg. Art history) or a multiple response (eg. History and Art).
- (c) False ACTR stands for Automated Coding by Text Recognition.
- (d) True See p. 10 of MFS-1.
- (e) False When a match is found, select and validate the code. Verify that the code description at the bottom of the screen matches the response and commit the code. See p. 10 of MFS-1.
- (f) False You can use the following questions: secondary, elementary education (question 24), university education (question 25), other postsecondary education (question 26), school attendance (question 27), diploma, certificate of Degree (question 28), industry (question 38) and occupation (question 39).
- (g) False You can't browse the Major Field of Study question for each household member because other household members are not likely to have the same field of study.
- (h) False You can't browse personal information of the respondent.
- (i) True See (g) above.
- (j) False Home Language will not likely help you to code Major Field of Study.
- (k) False The Name of school is not asked on the Census.
- (l) True See p.11 of MFS-1.

Exercise 2

Response to be coded:	AMERICAN HISTORY
Category:	Single response
Code:	087
Description:	History-Other

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine that the response is a single response.
- (3) Verify if there are any phrases returned by ACTR at the top of the screen. In this case there are none.
- (4) Browse through this person's other education data.
Number of years at university: 6 years
Diploma, certificate of degree: master's degree
Industry: Labour and Employment Services
Occupation: University Teacher.
- (5) Look up response in MFS Code Book.
- (6) A valid code is found.
- (7) Type, validate and commit the code 087.

Exercise 3

- | | |
|-----------------------------------|---|
| 1. Write-in to be coded | F |
| 2. Phrase returned by ACTR | G |
| 3. Codes | I |
| 4. Secondary/elementary education | E |
| 5. University education | H |
| 6. Other Post-secondary education | K |
| 7. School attendance | A |
| 8. Diploma, Certificate or Degree | L |
| 9. Occupation | C |
| 10. Industry | B |
| 11. Birth date | N |
| 12. Relationship to Person 1 | M |
| 13. Sex | O |

III. Misspelled Responses

Now, please turn to page 13 of the MFS-1 and read the procedures up to page 15, inclusive. Once you have read these procedures, turn to page 9 of the MFS-2 and complete the exercises on pages 9 to 11. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

(d) Computer Programming

Exercise 2

(a) MFS Code Book

Exercise 3

(e) Type in the valid code

Exercise 4

(c) Computer programming and software Code: 320

IV. Abbreviated Responses

Now, please turn to page 17 of the MFS-1 and read the procedures up to page 19, inclusive. Once you have read these procedures, turn to page 13 of the MFS-2 and complete the exercises on pages 13 and 14. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

Exercise 1

The unabbreviated form of this write-in is Italian Literature.

Exercise 2

1. (c) Examine the response to be coded.
2. (d) Expand the abbreviated write-in response to its fullest form.
3. (a) Type the valid code.
4. (b) Commit the code.

Exercise 3

Write-in to be coded: ITAL LIT.

Code: 106

Description: Italian Language and Literature.

V. Multiple Responses

Now, please turn to page 21 of the MFS-1 and read the procedures up to page 24, inclusive. Once you have read these procedures, turn to page 15 of the MFS-2 and complete the exercises on pages 15 to 17. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key

REMINDER

Definition of a group: There are ten major broad groups in the Major Field of Study variable which are divided into over one hundred minor groups (subgroups). The broad groups are as follows:

Code	Field of Study
001-046	Educational, recreational and counseling services
047-079	Fine and applied arts
080-124	Humanities and related fields
125-187	Social sciences and related fields
188-220	Commerce, management and business administration
221-266	Agricultural and biological sciences/technologies
267-301	Engineering and Applied Science (This group does not appear on page 5 of the MFS-1)
302-369	Engineering and applied science technologies and trades
370-441	Health professions, sciences and technologies
442-480	Mathematics and physical sciences

Definition of level of education:

There are four possible levels of education. The levels of education are as follows:

UNIV_ONLY (university only)
COLL_UNIV (college and university)
TRADE_COLL (trade and college)
ALL-UCT (all levels)

In order to help the coder complete the review exercises, explain the type of multiple response.

Exercise 1

- (a) Clinical Psychology (single response, code:167)
- (b) X Biology (240) and Genetics (241) Multiple response. Both fields are in the same group (Agricultural and Biological Sciences/Technologies) and are in the same sub-group (Biology). The two fields of study are not at the same level of education. Biology-General is COLL_UNIV and Genetic and Developmental Biology is UNIV_ONLY.
- (c) X Civil engineering (274) and Piping technologies (338) Multiple response. The fields are not in the same group. Civil engineering is in the group ENGINEERING AND APPLIED SCIENCE and Piping technologies is in the group ENGINEERING AND APPLIED SCIENCE AND TECHNOLOGIES AND TRADES. The two responses are at different levels of study. Civil engineering is at level COLL_UNIV and Piping technologies is at TRADE_COLL.
- (d) X Classical Studies (080) and Classical Languages (082) Multiple response. Both fields are in the same group which is HUMANITIES AND RELATED FIELDS and in the same sub-group which is Classics, Classical and Dead Languages. In this case both responses are at the same level of study, which is COLL_UNIV.
- (e) X Physical anthropology (127), anthropometry (127) and archaeology (130) Multiple response. Both fields are in the same group (SOCIAL SCIENCES AND RELATED FIELDS). In this case both responses are at the same level of study, which is COLL_UNIV.
- (f) X M.D in Medicine (375) with sub-specialties in Neurology (384) Multiple response. Both fields are in the same group (HEALTH PROFESSION, SCIENCES AND TECHNOLOGIES). In this case both responses are at the same level of study, which is UNIV_ONLY.
- (g) Organic and Inorganic chemistry (451) Single response.
- (h) Drafting (335) Single response.
- (i) Surgery (394) Single response.
- (j) Medieval and Ancient History (085) Single response.

- (k) X Education (001) with specialization in Kinesiology (034) and Kinanthropology (034) Multiple response. Both responses are in the group EDUCATIONAL, RECREATIONAL AND COUNSELING SERVICES. In this case, both responses are at the same level which is COLL_UNIV.
- (l) X Legal secretary (216) and Business Administration (189) Multiple response. Legal secretary and Business Administration are under the group COMMERCE, MANAGEMENT AND BUSINESS ADMINISTRATION. The two responses are at different levels of study. Legal secretary is at level ALL_UCT and Business Administration is at COLL_UNIV.
- (m) X Dental Public Health (416) and Dental Assistant (432) are under the same group (HEALTH PROFESSIONS, SCIENCES AND TECHNOLOGIES). The two responses are at different levels of study. Dental Public Health is at level COLL_UNIV and Dental Assistant is at TRADE_COLL.

Exercise 2

- (a) True See p. 24 of MFS-1
- (b) True See MFS-1, code 091. Even if the single response is made of more than one word, only one code is valid.
- (c) True See section on Multiple response in MFS-1. Follow these steps to code Drama (060) and Theater (061).
- 1) Examine the response to be coded.
 - 2) Determine the type of multiple response.
 - 3) Determine that both fields are in the same group. (FINE AND APPLIED ARTS).
 - 4) Determine that both fields are at the same level.
 - 5) Look up first response in MFS-1.
 - 6) A match is found.
 - 7) Type code and commit the code 060.

Follow these steps to code Theater and Drama.

- 1) Examine the response to be coded.
 - 2) Determine the type of multiple response.
 - 3) Determine that both fields are in the same group. (FINE AND APPLIED ARTS).
 - 4) Determine that both fields are at the same level.
 - 5) Look up first response that the respondent wrote on his questionnaire.
 - 6) A match is found.
 - 7) Type code and commit the code 061.
- (d) True See Multiple response chapter in MFS-1.
(e) False See p. 22 of MFS-1 for the process flow for Multiple response.
(f) True See Multiple response chapter in MFS-1.

Exercise 3

Write-in to be coded: ECONOMIC HISTORY AND TEACHING

Code: 087

Description: Economic History and Teaching

Follow these steps to code ECONOMIC HISTORY AND TEACHING

- 1) Examine the response to be coded.
- 2) Determine the type of multiple response.
- 3a) Determine that Economic History and Teaching are under two groups. Economic History is under the group EDUCATIONAL, RECREATIONAL AND COUNSELING.
- 3b) Determine that Economic History is specific and Teaching is general. The two possible responses are Economic History (087) and Teaching (001).
- 4) Determine which response is at the highest level of detail. In this case, it is Economic History.
- 5) Look up Economic History in the Major Field of Study Code Book.
- 6) A match is found.
- 7) Type, validate and commit the code 087.

VI. Other Categories of Responses

Now, please turn to page 25 of the MFS-1 and read the procedures up to page 27, inclusive. Once you have read these procedures, turn to page 19 of the MFS-2 and complete the exercises on pages 19 to 21. Allow 20 minutes and then review with the Answer Key shown below.

Answer Key**Exercise 1**

- (b) Verify for ACTR returned phrases.

Exercise 2

- (f) none of the above (Refer to next level of coding).

Exercise 3

- (a) X None of your business
- (b) Man-Environment Studies (158) Single response
- (c) Assessment and Appraisal (194) Single response
- (d) X I don't know
- (e) Forestry (294) and Mining (285) Multiple response
- (f) X Interior Fishing
- (g) X Autodidact
- (h) X Why do you want to know?
- (i) Music (053) and recording engineering (278) and Music education (018) Multiple response
- (j) X I don't care
- (k) X Heinz 57
- (l) Math. (464) Abbreviated response
- (m) X Not in your life
- (n) Sci. Pol. (162) Abbreviated response
- (o) X Mars
- (p) X I don't want to tell you
- (q) X Je ne comprend pas la question
- (r) X Brother-in-law

Now that you have read the Procedures Manual and did exercises in the Training Guide about coding the Major Field of Study variable, I will conduct an overall review of the coding procedures. (Can use all of the flow charts in the MFS-1 as a base.)

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

You can now complete the Review Exercise on pages 23 to 39 of the MFS-2. Allow about 1 1/2 hour and then review with the Answer Key shown below.

Answer Key

Exercise 1

Write-in to be coded:	STILL ATTENDING SCHOOL
Type of Response:	Other categories of response
Code:	None
Description:	Refer to next level of coding
Procedures to follow:	Other Categories of Responses, Ch VI, pgs 25-27, MFS-1

In this case, the respondent didn't specify a field of study as a response. Whenever a respondent provides a comment and you know it is not a field of study, refer the response to the next level of coding.

Exercise 2

Write-in to be coded:	GENERAL HIGH SCHOOL
Type of Response:	Other categories of response
Code:	None
Description:	Refer to next level of coding
Procedures to follow:	Other Categories of Responses, Ch VI, pgs 25-27, MFS-1

Only respondents with post-secondary degrees certificates or diplomas should answer question 29. This response is not valid.

Exercise 3

Write-in to be coded:	ELECTRECAL TECHNOLOGY
Type of Response:	Misspelled response
Code:	323
Description:	Electrical Technology
Procedures to follow:	Misspelled Responses, Ch III, pgs 13-16, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Review spelling in the MFS Code Book. The correct spelling is electrical technology.
- (3) When the correct spelling and code are found, type, validate and commit the code 323.

OR

If you don't know that this response is misspelled, you could follow the instructions for a single response.

Exercise 4

Write-in to be coded:	THE NOVELS OF JANE AUSTIN
Type of Response:	Other categories of response
Code:	None
Description:	Refer to next level of coding
Procedures to follow:	Other Categories of Responses, Ch VI, pgs 25-27, MFS-1

In this case the respondent probably specified the subject of his thesis. It is too specific and not a field of study. If you are not sure whether this response is a single, misspelled, abbreviated or multiple response, you could follow the steps for a single response to determine that this response is in the other categories of response.

If you are in doubt, follow these steps to determine whether or not the response is in the other categories of responses.

- (1) Examine the response to be coded.
- (2) Determine whether the response is a single response. Be careful, even if the response has more than one word, it is still a single response.
- (3) Check to see if there are any phrases returned by ACTR at the top of the screen. In this case, there are no phrases returned by ACTR.
- (4) Browse through the responses to education levels provided by this person. The respondent has a master's degree and he is a university teacher.
- (5) Since you can't assume the respondent studied literature, you must refer this response to the next level of coding.

Exercise 5

Write-in to be coded:	RENAISSANCE ARCHITECTURE
Type of Response:	Single response
Code:	269
Description:	Architecture - other
Procedures to follow:	Standard Process Flow - Single Responses, Ch II, pgs 7-12, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine that the write-in represents one specific field of study.
- (3) Since there is no specific field of study for Renaissance Architecture in the code book, the response should be coded Architecture - other (269).
- (4) Type, validate and commit the code 269.

Exercise 6

Write-in to be coded:	GEO. TEACHING
Type of Response:	Abbreviated response
Code:	None
Description:	Refer to next level of coding
Procedures to follow:	Abbreviated Responses, Ch IV, pgs 17-20, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) You can identify this response as an abbreviated response by the period after the o in Geo.
- (3) Expand the abbreviated write-in to its fullest form.
- (4) In this case, Geo could stand for: geography, geometry, geochemical, geomagnetism, geomorphic, geomorphology, geophysics and geopolitical.
- (5) Look in the education section of the MFS Code Book and try to find the unabbreviated form of the response and the code. No word starting with geo can be found in the MFS Code Book under the major group EDUCATIONAL, RECREATIONAL AND COUNSELING.
- (6) Look at the phrases returned by ACTR. The phrases are Elementary Teacher (002), English Teacher (006) and French Teacher (007). The first phrase is not valid because the industry of the respondent is: post secondary non-university education.
- (7) Refer the response to the next level of coding.

Exercise 7

Write-in to be coded:	JOURNALISM AND OPERA
Type of Response:	Multiple response
Code:	093
Description:	Journalism, News Reporting
Procedures to follow:	Multiple Responses, Ch V, pgs 21-24, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded. Determine that the write-in represents two completely different fields of study, Journalism (093) and opera (057). The category of response is therefore Multiple response.
- (2) Determine the type of multiple response.
- (3) The two fields are not in the same group. Journalism is in the HUMANITIES AND RELATED FIELD group and opera is in the FINE AND APPLIED ARTS groups.
- (4) Look up the first field (Journalism) in the MFS Code Book.
- (5) A match is found.
- (6) Type, validate and commit the code 093.

Exercise 8

Write-in to be coded: CARE AND FEEDING OF GOLDFISH
Type of Response: Single response
Code: 237
Description: Veterinary Tech/Animal Health and Care
Procedures to follow: Single Responses, Ch II, pgs 7-12, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine that the response is a single response. Even though the response is more than one word, care and feeding are not two fields of study.
- (3) Check to see if there are any phrases returned by ACTR. In this case, ACTR returned three phrases: Animal care (237), Care of the aged (181) and Critical Care (400). Animal Care is the only acceptable phrase of the three. Even though 'Care and feeding goldfish' appears to be more likely a course than a field of study, the respondent does have a non-university certificate and is employed in a related industry. This example is tricky and there is justification for referring it to the next level of coding.
- (4) In this case, it would be acceptable to type, validate and commit code 237.

Exercise 9

Write-in to be coded: COMPUTER APPLIED TECHNOLOGY
AND COMPUTER MAINTENANCE
Type of Response: Multiple response
Code: 319
Description: Computer Science Technology
Procedures to follow: Multiple Responses, Ch V, pgs 21-24, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine the type of multiple response.
- (3a) The two fields are in the same group. ENGINEERING AND APPLIED SCIENCE TECHNOLOGIES AND TRADES.
- (3b) Determine that the type of multiple response is two specific fields of study within the same group. The two possible codes are Computer science technology (319) and computer maintenance (Data Processing General - 318). They are at the same level of detail because Computer science and computer maintenance don't have general or other in their title (i.e. neither one is more specific than the other).
- (4) Look up Computer Technology (first response that the respondent wrote on his questionnaire) in the MFS Code Book.
- (5) A match is found.
- (6) Type, validate and commit the code 319.

Exercise 10

Write-in to be coded:	ARCHETITURE
Type of Response:	Misspelled response
Code:	267
Description:	Architecture-general
Procedures to follow:	Misspelled Responses, Ch III, pgs 13-16, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Review spelling in the MFS Code Book. The correct spelling for Architecture is found
- (3) Type, validate and commit the code 267.

Exercise 11

Write-in to be coded:	CONSCIOUSNESS RAISING
Type of Response:	Other categories of response
Code:	None
Description:	Refer to next level of coding
Procedures to follow:	Other Categories of Responses, Ch VI, pgs 25-27, MFS-1

In this case the respondent probably specified the subject of his thesis. It is too specific and not a field of study. If you are not sure whether this response is a single, misspelled, abbreviated or multiple response, you could follow the steps for a single response to determine that this response is in the other categories of response.

- (1) Examine the response to be coded.
- (2) Determine that the response is a multi-word single response ('no' and 'in' in the response).
- (3) Check to see if there are any phrases returned by ACTR at the top of the screen. In this case, there are no phrases returned by ACTR.
- (4) Browse through the responses provided by this person to other questions. In this case, the respondent probably specified the subject of her thesis. The respondent has a Ph.D and she is a teacher of exceptional students.
- (5) Since you can't assume the respondent studied in Special Education-other, you have to refer this response to the next level of coding.

Exercise 12

Write-in to be coded: HORSE TRAINING
Type of Response: Single response
Code: 236
Description: Equine Studies/Horse Husbandry
Procedures to follow: Single Responses, Ch II, pgs 7-12, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine that the response is a single response represented by more than one word.
- (3) Check to see if there are any phrases returned by ACTR. Compare the phrases with the response to be coded, starting with the first phrase. In this case, the first phrase is Horse Husbandry (236). Husbandry means farming and management. This phrase seems to be a good match.
- (4) Select and validate the code. Verify if the code description at the bottom of the screen matches the response and commit the code 236.

Exercise 13

Write-in to be coded: SPECIAL EDUCATION
Type of Response: Single response
Code: 021
Description: Special Education Teaching
Procedures to follow: Single Responses, Ch II, pgs 7-12, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine the type of response. This is a multi-word single response. 'Special' is an adjective describing the type of education.
- (3) In this case you could code Education (001), Special Education teaching (021) or Special Education-other (026). Eliminate Education because it is too general. This leaves Special Education teaching (021) and Special Education-other (026). These fields of study represent two fields within the same group EDUCATIONAL, RECREATIONAL AND COUNSELING SERVICES. Special Education teaching is more specific than Special Education-other. In this case, the respondent has indicated that his occupation is a teacher of exceptional students. Of the two remaining fields of study, Special Education teaching seems the more appropriate.
- (4) Select and validate the code. Verify if the code description at the bottom of the screen matches the response and commit the code 021.

Exercise 14

Write-in to be coded:	INDIAN STUDIES
Type of Response:	Single response
Code:	137
Description:	Area studies-other
Procedures to follow:	Single Responses, Ch II, pgs 7-12, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) Determine that the response is a single response represented by more than one word. The adjective 'Indian' describes the type of studies.
- (3) Check the phrases returned by ACTR. In this case, the first two phrases returned by ACTR - Sanskrit and Indian studies (082) and Indian studies and social sciences (137) - are the closest matches. The respondent has given his occupation as 'Indian studies and Social Sciences' and his industry as 'Consular Missions, Federal' (thus, we are likely talking about Indians from India and not Native Indians). Indian studies and social sciences (137) is therefore the better match.
- (4) Select and validate the code. Verify if the code description at the bottom of the screen matches the response and commit the code 137.

Exercise 15

Write-in to be coded:	SIGN LANG.
Type of Response:	Abbreviated response
Code:	026
Description:	Special Education-other
Procedures to follow:	Abbreviated Responses, Ch IV, pgs 17-20, MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded.
- (2) You can identify this response as an abbreviated response by its period after the g in Lang..
- (3) Expand the abbreviated write-in to its fullest form.
- (4) In this case, Lang. likely stands for Language
- (5) Look in the MFS Code Book for Sign Language. Sign Language is not in the MFS Code Book.
- (6) Look at the phrases returned by ACTR. The second phrase, is Sign Language (026).
- (7) Select the code. Validate the code. Verify that the code description at the bottom of the screen matches the response. Commit the code 026.

Exercise 16

Write-in to be coded: MUSIC EDUCATION AND ART
EDUCATION
Type of Response: Multiple response (two fields, same group)
Code: 018
Description: Music Education
Procedures to follow: Multiple Responses, Ch V, pgs 21-24,
MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded. Determine that this is a multiple response (not the word 'and').
- (2) Determine the type of multiple response.
- (3a) The response represents two fields of study within the same group - EDUCATIONAL, RECREATIONAL AND COUNSELING SERVICES.
- (3b) The responses are at the same level of detail. In this case you can code Music Education (018) or Art Education (014).
- (4) Look up Music Education in the MFS Code Book.
- (5) A match is found.
- (6) Type, validate and commit the code 018.

Exercise 17

Write-in to be coded: HUMANITIES AND CANADIAN HISTORY
Type of Response: Multiple response (two fields, same group,
different levels)
Code: 084
Description: Canadian History
Procedures to follow: Multiple Responses, Ch V, pgs 21-24,
MFS-1

Follow these steps to resolve this case.

- (1) Examine the response to be coded. Determine that this is a multiple response (not the word 'and').
- (2) Determine the type of multiple response. Be careful, you can find humanities as the title of a group - HUMANITIES AND RELATED FIELDS (080-124), the title of a sub-group - **Other Humanities and Related Fields** (120-124) and fields of study - Humanities-General (General Arts) (120) and Humanities and Related Field, nec-Other (124).
- (3) Humanities as a response is vague, whereas Canadian History (084) is quite specific and is part of the group HUMANITIES AND RELATED FIELDS. As such, Canadian History (084) is the preferred MFS even though it is not the first response.
- (4) Type, validate and commit the code 084.

NOTE: Please see Major Field of Study screen on page 7 in the MFS Procedures Manual. The Diploma, certificate or degree for this respondent is: BACHDEG, MASTERS. It should be BACHDEG, DEGRMED. An animal doctor should have a degree in veterinary.

5. User Guide

In order for you to have information on the system, I would like you to read the booklet you have on your desk, entitled the "Sociocultural User Guide"

(Hold up User Guide)

Please have a pencil and paper handy in case you wish to make notes or ask questions.

Once you have read this booklet, I will endeavor to answer any questions.

Allow approximately 30 minutes for the trainees to read.
Answer any questions trainees have regarding the manual.

If there are any questions you cannot answer, in each case make a note of the question and the trainee's name and obtain the answer from the appropriate source.

Ensure that all trainees have understood the information they have received at this point before continuing with the next segment of training.

6. Training Database Exercises

Now that you have read the User Guide, I would like you to do the Training Database exercises on the system.

The procedure to access the Training Database is the following:

1. Enter COMP46 at the command prompt of the Mainframe Logon screen.
2. Enter userid and password on the COMPLETE Logon screen.
3. A screen will appear indicating date/time of previous logon. Press <ENTER>.
4. You will now be in the Autocoding application.
5. When you exit the application, you will return to the Mainframe Logon screen.

Now that you have done the exercises on the system, I will do the corrections of the exercises.

Answer any questions trainees have regarding the exercises.

Answer Key

LANGUAGE

(All write-ins are in CAPITAL letters)

Cases for "Misspellings"

#1

Official language - English only
Non-official language - ITALIAN
Home language - English
Mother tongue - ITALIAN
Place of birth - Ontario
Citizenship - Canadian, by birth
Ethnic origin - ITALIAN

ACTION: Write-ins for both Non-official language and Mother Tongue should be coded to Italian=020, either through correction of spelling to ITALIAN or browsing through other responses provided by this person (i.e. Ethnic Origin)

#2

Official language - French only
Non-official language - LIBANAS
Home language - French
Mother tongue - LIBANAS
Place of birth - PALESTINE
Citizenship - Canada, by naturalization
Ethnic origin - LIBANAIS

ACTION: Write-ins for both Non-official language and Mother Tongue should be coded to Arabic=102, which includes Libanais/Lebanese, either through correction of spelling to LIBANAIS or browsing through other responses provided by this person (i.e. Ethnic Origin)

#3

Official language - Both English and French
Non-official language - JAVANESES
Home language - French
Mother tongue - JAVANESES
Place of birth - SOUTH PACIFIC
Citizenship - JAVANA
Ethnic origin - SOUTH PACIFIC ISLANDER

ACTION: Write-ins for both Non-official language and Mother Tongue should be coded to Other Malayo-Polynesian languages=101, which includes Javanese, through correction of spelling to JAVANESE.

#4

Official language - French only
Non-official language - SPNISH
Home language - SPNISH
Mother tongue - SPNISH
Place of birth - Quebec
Citizenship - Canada, by birth
Ethnic origin - ESPAGNOL

ACTION: The write-ins for Non-official language, Home language and Mother Tongue should all be coded to Spanish=018, through correction of spelling or by browsing through other responses (i.e. Ethnic Origin = Espagnol, which equals Spanish)

Cases for "Abbreviations":

#1

Official language - French only
Non-official language - SP
Home language - SP
Mother tongue - SP
Place of birth - Quebec
Citizenship - Canada, by birth
Ethnic origin - ESPANISH

ACTION: The write-ins for Non-official language, Home language and Mother Tongue should all be coded to Spanish=018, through expanding the abbreviation to it's full form. The abbreviation "SP" should appear on a list of common abbreviations for languages. Coder could also look through other responses from this person (i.e. Ethnic Origin)

#2

Official language - English only
Non-official language - S.C.
Home language - English
Mother tongue - SERBO-CREATION
Place of birth - BOSNIA
Citizenship - YUGOSLAVIAN
Ethnic origin - SERBIAN (1st write-in), CROATION (2nd write-in)

ACTION: The write-in for Non-official language (S.C.) should be coded to Serbo-Croatian=041, as it will appear on the list of common abbreviations. The write-in for Mother tongue should also be coded to Serbo-Croatian=041, as it is a misspelling. NEITHER of these should be referred as multiples OR coded to Serbian or Croation, despite the responses for Ethnic Origin. THIS IS A SPECIAL CASE!

#3

Official language - English only
Non-official language - CHN
Home language - CHN
Mother tongue - CHN
Place of birth - Newfoundland
Citizenship - Canada, by birth
Ethnic origin - CHNESE

ACTION: Write-ins for Non-official language, Home language and Mother Tongue should all be coded to Chinese=091, as CHN should be on the list of common abbreviations. Could also browse through other responses (i.e. Ethnic Origin= CHNESE)

Cases for "Multiple Responses":

#1

Official language - French only
Non-official language - VIETNAMESE CHINESE
Home language - VN
Mother tongue - VN
Place of birth - VIETNAM
Citizenship - REFUGIE
Ethnic origin - CHINESE VIETNAM

ACTION: The write-in for Non-official language (VIETNAMESE CHINESE) should be referred to a Tier 2 coder as it is a multiple response and does not appear in the list of multiple codes. The write-ins for Home language and Mother Tongue should be coded to Vietnamese=093, as VN should appear on the list of common abbreviations.

#2

Official language - Both English and French
Non-official language - SPANISH SWAHILI (1st write-in), ITALIAN PORTUGUESE (2nd write-in)
Home language - English
Mother tongue -English
Place of birth -British Columbia
Citizenship - Canada, by birth
Ethnic origin - CANADIAN

ACTION: The write-ins for Non-official language should both be referred to Tier 2, as both are multiple responses and do not appear in the list of multiple codes.

#3

Official language - English only
Non-official language - SERBIAN CROATION
Home language - English
Mother tongue - SERBIAN CROATION
Place of birth - Quebec
Citizenship - Canada, by birth
Ethnic origin -SERB (1st write-in), CROAT (2nd write-in)

ACTION: The write-ins for Non-official language and Mother Tongue should both be referred to Tier 2 as both are multiple responses and do not appear in the list of multiple codes. THIS IS A SPECIAL CASE - there are codes for Serbian, Croation and Serbo-Croation. They should not be confused, and code to Serbo-Croation - this would be considered an error ****PLEASE EMPHASIZE THIS!!!**

Cases for "Baby":

#1

Official language - Neither English nor French
Non-official language - NONE HE'S JUST 9 MONTHS OLD
Home language - BABYTALK
Mother tongue - BABY TALK
Place of birth - IN THE HOSPITAL
Citizenship - Canada, by birth
Ethnic origin -CANADIAN BABY

ACTION: The write-ins for Home language and Mother Tongue will be coded by the system. The write-in for Non-official language should be coded to Baby=881, as "9 months old" indicates an infant, and the other language responses would be coded to this code as well.

#2

Official language - Neither English nor French
Non-official language - ENFANT DE 8 MOIS
Home language - BÉBÉ
Mother tongue -BÉBÉ
Place of birth - New Brunswick
Citizenship - Canada, by birth
Ethnic origin - FRANCAIS CANADIEN

ACTION: The write-ins for Home language and Mother tongue should be coded to Bébè=882, based on the reference file. The write-in for non-official language should also be coded to Bébè=882, as it indicates "enfant" (infant) of 8 months, and the other answers are coded to 882.

#3

Official language - Neither English nor French
Non-official language - None
Home language - JUST GURGLES (BABY)
Mother tongue - WILL BE ENGLISH
Place of birth - Prince Edward Island
Citizenship - Canada, by birth
Ethnic origin - CANADIAN

ACTION: The write-in for Home language should be coded to Baby=881, as it indicates "Baby" but no other language. The write-in for Mother Tongue should be coded to English=001, as it indicates "English".

#4

Official language -Neither English nor French
Non-official language - None
Home language - BABBLING (BABY)
Mother tongue - WILL BE BILINGUAL
Place of birth - Nova Scotia
Citizenship - Canada, by birth
Ethnic origin - Canadian

ACTION: The write-in for Home language should be coded to Baby=881, as it indicates "Baby" and no other language. The write-in for Mother Tongue should be referred, as it indicates "Bilingual", which is an automatic referral.

Cases for "Indian":

#1

Official language - English only
Non-official language - INDIAN
Home language -English
Mother tongue -INDIAN LANGUAGE
Place of birth - Manitoba
Citizenship - Canada, by birth
Ethnic origin -Canadian Indian

ACTION: The write-ins for both Non-official language and Mother Tongue should be coded to Other Aboriginal languages=171, as the respondent is a member of an Indian Band/First Nation (this appears on the auxiliary information screen). Please emphasize that the write-in for Ethnic Origin, "CANADIAN INDIAN" is not indicative of Aboriginal origins - only North American Indian, Métis or Inuit would be sufficient indication of this.

#2

Official language - French only
Non-official language - INDIEN
Home language - French
Mother tongue - INDIEN CRI
Place of birth - Ontario
Citizenship - Canada, by birth
Ethnic origin - CRI

ACTION: The write-ins for both Non-official language and Mother Tongue should be coded to Cree=116; for Mother tongue because it indicates "Cri" and for Non-official language because, in scanning the other language questions, an Aboriginal language (Cri) is found.

#3

Official language - Both English and French
Non-official language - INDIAN (OJIBWAY)
Home language - INDIAN
Mother tongue - INDIAN
Place of birth - USA
Citizenship - DUAL CITIZENSHIP
Ethnic origin - INDIAN

ACTION: The write-in for Non-official language will be coded by the system, to Ojibway=117. The write-ins for both home language and Mother Tongue should also be coded to Ojibway=117, because, in looking to other language questions, an aboriginal language is found (Ojibway).

#4

Official language - English only
Non-official language - INDIAN LANGUAGE (1st write-in), (PUNJABI)
(2nd write-in)
Home language - English
Mother tongue - PUNJABI INDIAN
Place of birth - Northwest Territories
Citizenship - Canada, by birth
Ethnic origin - INDIAN

ACTION: The write-in for non-official language "INDIAN LANGUAGE" should be coded to Punjabi=057, as that is an Indian language indicated in another language question. The write-in for Mother Tongue will be coded by the system to this code also.

#5

Official language - Both English and French
Non-official language - INDIAN FROM INDIA
Home language - INDIAN
Mother tongue - INDIAN
Place of birth - CALCUTTA INDIA
Citizenship -Canada, by naturalization
Ethnic origin -INDIAN
(**& not a member of an Indian Band/First Nation**)

ACTION: The write-ins for non-official language, Home language and mother tongue should all be coded to Other Indo-Iranian languages=080, as the Place of Birth indicated is in India.

Cases for "Same/Same As/Bilingual":

#1

Official language - French only
Non-official language - None
Home language - MÊME
Mother tongue - MÊME
Place of birth - Ontario
Citizenship - Canada, by birth
Ethnic origin - FRANCAIS (1st write-in), DUTCH (2nd write-in)

ACTION: The write-ins for both Home Language and Mother Tongue should be referred to Tier 2, as they are responses of "Même" (Same), which are automatic referrals.

#2

Official language - Neither English nor French
Non-official language - MANDARIN CHINESE
Home language - SAME AS WIFE
Mother tongue - MANDARIN
Place of birth - HONG KONG
Citizenship - BRITISH
Ethnic origin - CHINESE ENGLISH

ACTION: The write in for Non-official language should be referred to Tier 2, as it appears to be a multiple response, and does not appear in the list of multiple response codes. The write-in for Home language should also be referred, as it indicates a response of "Same", which is an automatic referral.

#3

Official language - Both English and French
Non-official language - None
Home language - BILINGUAL ENGLISH AND FRENCH
Mother tongue - English
Place of birth - THE PAS
Citizenship - Canada, by birth
Ethnic origin - CANADIAN

ACTION: The write-in for Home language should be referred, as it is an answer of "Bilingual", which is an automatic referral.

Cases for Other types of write-ins:**#1**

Official language - English only
Non-official language - None
Home language - WHAT DO YOU THINK?
Mother tongue - SEE ABOVE
Place of birth - Alberta
Citizenship - Canada, by birth
Ethnic origin - CANADIAN

ACTION: The write-ins for Home language and Mother Tongue should be referred, as both are 'Other' types of write-ins, that do not fall into any of the categories studies. They are automatic referrals.

#2

Official language - French only
Non-official language - None
Home language - MÊME QU'AVANT
Mother tongue - French
Place of birth - Quebec
Citizenship - Canada, by birth
Ethnic Origin - Quebecois

ACTION: The write-in for Home language should be referred to Tier 2, as it is of the type "Même" or "Other", which are both automatic referrals.

#3

Official language - Both English and French

Non-official language - EGPLNPRQ

Home language - EGPLMPRQS

Mother tongue - English

Place of birth - Yukon

Citizenship - Canada, by birth

Ethnic origin - INUIT

ACTION: The write-ins for both Non-official language and Home language should be referred, as they are indecipherable. If a coder cannot tell what a response should be, it should be referred.

#4

Official language - Neither English nor French

Non-official language - YKPHRH

Home language - YKPHRH

Mother tongue - YKPHRH

Place of birth - YKPAIHA

Citizenship - CCCP

Ethnic origin - YKPAIHCKR

ACTION: This is another case where the write-ins for Non-official language, home language and Mother Tongue are all indecipherable. They should all be referred.

PLACE OF BIRTH

Write-in to be coded:	LEABNR
Type of Response:	Misspelled Response
Code:	714 = Lebanon
Write-in to be coded:	HK
Type of response:	Abbreviated Response
Code:	728 = Hong Kong
Write-in to be coded:	IN JAIL
Type of Response:	Other
Code:	Refer to next level of coding
Write-in to be coded:	BADEN - WURTEMBERG
Type of Response:	Multiple Response
Code:	Refer to next level of coding
Write-in to be coded:	MEX
Type of Response:	Abbreviated Response
Code:	206 = Mexico
Write-in to be coded:	HAIFA - ISR.
Type of Response:	Abbreviated Response
Code:	711 = Israel
Write-in to be coded:	ZAGREB FORMER YUGOSLAVIA
Type of Response:	Pseudo - country
Code:	Refer to next level of coding
Write-in to be coded:	EN MER
Type of Response:	Other type of Response
Code:	Refer to next level of coding
Write-in to be coded:	BORDO
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	MARITIMES
Type of Response:	Other type of Response
Code:	Refer to next level of coding
Write-in to be coded:	BURTUGLA
Type of Response:	Misspelled Response
Code:	577 = Portugal
Write-in to be coded:	AWENNE
Type of Response:	Other type of Response
Code:	Refer to next level of coding

Write-in to be coded:	ASMARA
Type of Response:	Single response
Code:	627 = Ethiopia
Write-in to be coded:	ORPHELINE
Type of Response:	Other type of Response
Code:	Refer to next level of coding
Write-in to be coded:	LEEDS
Type of Response:	Single response
Code:	548 = United Kingdom
Write-in to be coded:	LILLE
Type of Response:	Other type of Response
Code:	Refer to next level of coding
Write-in to be coded:	STRAVAPOL
Type of Response:	Other type of Response
Code:	Refer to next level of coding
Write-in to be coded:	QUEBEC AND JAVA ISLAND
Type of Response:	Multiple Response
Code:	Refer to next level of coding
Write-in to be coded:	UAE
Type of Response:	Abbreviated Response
Code:	719 = United Arab Emirates
Write-in to be coded:	P.Q.
Type of Response:	Abbreviated Response
Code:	005= Quebec

CITIZENSHIP

Write-in to be coded:	LAARBSE
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	POALLDA
Type of response:	Misspelled Response
Code:	524 = Poland
Write-in to be coded:	BLGE
Type of Response:	Misspelled Response / Abbreviation
Code:	502 = Belgium
Write-in to be coded:	NOT YET
Type of Response:	Other Type of Response
Code:	Refer to next level of coding
Write-in to be coded:	BRITISH DEP. TER.
Type of Response:	Special Case
Code:	Refer to next level of coding
Write-in to be coded:	NONE
Type of Response:	Other Type of Response
Code:	Refer to next level of coding
Write-in to be coded:	DON'T KNOW
Type of Response:	Other Type of Response
Code:	Refer to next level of coding
Write-in to be coded:	LEICESTER
Type of Response:	Single response
Code:	548 = United Kingdom
Write-in to be coded:	CFB
Type of Response:	Abbreviated Response
Code:	Refer to next level of coding
Write-in to be coded:	AUGSBOURG
Type of Response:	Single response
Code:	505 = Germany
Write-in to be coded:	SARATOV
Type of Response:	Single response
Code:	534 = Russia
Write-in to be coded:	MEX
Type of Response:	Abbreviated Response
Code:	206 = Mexico

Write-in to be coded:	UKRAINE
Type of Response:	Single response
Code:	535 = Ukraine
Write-in to be coded:	DUAL CITIZENSHIP
Type of Response:	Dual Citizenship
Code:	Refer to next level of coding
Write-in to be coded:	CITIZEN OF SAVSKA FORMER YUGOSLAVIA
Type of Response:	Pseudo-country
Code:	Refer to next level of coding
Write-in to be coded:	BOTH
Type of Response:	Other Type of response
Code:	Refer to next level of coding
Write-in to be coded:	"FRANCE, SUISSE, ALLEMAGNE, ITALIE, AUTRICHE, BELGIQUE "
Type of Response:	Multiple Response
Code:	Refer to next level of coding
Write-in to be coded:	UNITED ARAB EMIRATES
Type of Response:	Single response
Code:	719 = United Arab Emirates
Write-in to be coded:	FRANCE
Type of Response:	Single response
Code:	503 = France
Write-in to be coded:	NEW BRUNSWICK
Type of Response:	Province
Code:	Refer to next level of coding

INDIAN BAND/FIRST NATION

Write-in to be coded:	ABEJWEIT INDIAN NATION
Type of Response:	Extra information. Indian nation instead of band name
Code:	621
Write-in to be coded:	MISSTONI CREE NATION
Type of Response:	Extra information. Nation name instead of band name
Code:	296
Write-in to be coded:	MISTASSINI CREE NATION
Type of Response:	Extra information. Nation name instead of band name.
Code:	296
Write-in to be coded:	MISTISSONI CREE NATION PQ
Type of Response:	Extra information.
Code:	296
Write-in to be coded:	MCN BAND
Type of Response:	Abbreviated Response. Check PEDEA to find the code.
Code:	296
Write-in to be coded:	MCN FIRST NATION
Type of Response:	Abbreviated Response
Code:	296
Write-in to be coded:	MTL 106B
Type of Response:	Abbreviated Response
Code:	298
Write-in to be coded:	WHITE FISH LAKE BAND
Type of Response:	Check PEDEA to find the code. Nation name instead of band name.
Code:	331
Write-in to be coded:	PETER VALLANTYNE
Type of Response:	Misspelled Response
Code:	324
Write-in to be coded:	PETER BALLANTYNE CREE NATION
Type of Response:	SASK Extra information. SASK is written because the respondent lives off reserve.
Code:	324

Write-in to be coded:	WHITEFISH
Type of Response:	Check PEDEA to find the code.
Code:	843
Write-in to be coded:	WHITE FISH LAKE FIRST NATION
Type of Response:	Check PEDEA to find the code.
Code:	842
Write-in to be coded:	SAGKEEG FIRST NATION
Type of Response:	Check PEDEA to find the code. Non official band name is given by the respondent.
Code:	752
Write-in to be coded:	CHIPPEWAS OF SAUGEEN 1ST NATION
Type of Response:	Check PEDEA to find the code. Non official band name is given by the respondent.
Code:	817
Write-in to be coded:	SAUGEEN NATION
Type of Response:	Check PEDEA to find the code. Non official band name is given by the respondent.
Code:	797
Write-in to be coded:	INUK
Type of Response:	Inuit (Inuk is the name of one person in the Inuit Nation)
Code:	063
Write-in to be coded:	SECHELT INDIAN GOVERNMENT
Type of Response:	Extra information. (Sechelt Band in BC)
Code:	876
Write-in to be coded:	MANAWAKI BAND OF INDIANS
Type of Response:	Extra information. Use the name of the reserve instead of the name of the band (former name of the reserve)
Code:	111
Write-in to be coded:	N H B
Type of Response:	Check PEDEA to find the code because it could be Nelson House Band or Norway House Band.
Code:	306 (Nelson House Band)

ETHNIC ORIGIN

Write-in to be coded:	AMERICAN INDIAN
Type of Response:	Other or Indian
Code:	Refer to next level of coding
Write-in to be coded:	ENGLISH AND FRENCH AND GERMAN AND ITALIAN
Type of Response:	Multiple
Code:	Refer to next level of coding
Write-in to be coded:	NATIVE
Type of Response:	Canadian Native
Code:	241 ("Inuit")
Write-in to be coded:	CANADIAN NATIVE
Type of Response:	Canadian Native
Code:	Refer to next level of coding
Write-in to be coded:	EAST INDIAN
Type of Response:	Other (EAST) and Indian (INDIAN)
Code:	EAST = Refer to next level of coding INDIAN = 122 ("East Indian, n.i.e.")
Write-in to be coded:	GERMAN ITALIAN SPANISH RUSSIAN
Type of Response:	Multiple Response
Code:	Refer to next level of coding
Write-in to be coded:	INDIAN
Type of Response:	Indian
Code:	242 ("North American Indian")
Write-in to be coded:	SEYCHELLES
Type of Response:	Other
Code:	Refer to next level of coding
Write-in to be coded:	INDIAN
Type of Response:	Indian
Code:	122 ("East Indian, n.i.e.")
Write-in to be coded:	INDIAN SOUTH AMERICAN
Type of Response:	Other or Indian
Code:	210 ("South American Indian")
Write-in to be coded:	INDIEN
Type of Response:	Indien
Code:	122 ("East American Indian")

Write-in to be coded:	INDIENNE
Type of Response:	Indienne
Code:	242 ("North American Indian")
Write-in to be coded:	IRISH & GIRMAN
Type of Response:	Misspelled response
Code:	372 ("Irish and German/German and Irish")
Write-in to be coded:	NATIVE
Type of Response:	Native
Code:	310 ("Aboriginal, n.i.e.")
Write-in to be coded:	NATIVE
Type of Response:	Native
Code:	Refer to next level of coding
Write-in to be coded:	NATIVE CANADIAN
Type of Response:	Native Canadian
Code:	241 ("Inuit")
Write-in to be coded:	PR
Type of Response:	Abbreviated response
Code:	196 ("Other Caribbean, n.i.e.")
Write-in to be coded:	Sikkimm
Type of Response:	Misspelled response
Code:	126 ("South Asian, n.i.e.")
Write-in to be coded:	SOUTH
Type of Response:	AMERICAN INDIAN
Code:	AMERICAN INDIAN = Other or Indian Refer to next level of coding or 210 ("Central/South American Indian, n.i.e.")
Write-in to be coded:	WEST
Type of Response:	INDIAN
Code:	WEST = Other INDIAN = Indian WEST = Refer to next level of coding INDIAN = 197 ("West Indian")
Write-in to be coded:	INDIAN
Type of Response:	Indian
Code:	210 ("Central/South American Indian, n.i.e.")

PLACE OF RESIDENCE 1 YEAR AND 5 YEARS AGO OUTSIDE CANADAPLACE OF RESIDENCE 1 YEAR AGO OUTSIDE CANADA

Write-in to be coded: BERM
Type of Response: Abbreviated Response
Code: Refer to next level of coding

Write-in to be coded: BAHRAIN
Type of Response: Misspelled Response
Code: 708

Write-in to be coded: BORN IN SPAIN
Type of Response: Multiple Response
Code: 581

Write-in to be coded: BREZYLIA
Type of Response: Misspelled Response
Code: 403

Write-in to be coded: DEUTSHLAND
Type of Response: Misspelled Response
Code: Refer to the next level of coding

Write-in to be coded: EGYPT E SOUDAN
Type of Response: Multiple Response
Code: 648

Write-in to be coded: ESPAGNE HOLLANDE
Type of Response: Multiple Response
Code: 581

Write-in to be coded: GR BRITAIN
Type of Response: Abbreviated Response
Code: 548

Write-in to be coded: ILE D HAITI
Type of Response: Multiple Response
Code: 313

Write-in to be coded: KUWAIT ARABIAN GOLF
Type of Response: Multiple Response
Code: 713

Write-in to be coded: LESOTHO AFRICA
Type of Response: Multiple Response
Code: 673

Helpful Training Hints - Training Database Exercises
PLACE OR RESIDENCE 1 YEAR AND 5 YEARS AGO OUTSIDE CANADA VARIABLE

Write-in to be coded:	MACKAO
Type of Response:	Misspelled Response
Code:	Refer to the next level of coding
Write-in to be coded:	MAROC ET LIBAN
Type of Response:	Multiple Response
Code:	650
Write-in to be coded:	MEX USA
Type of Response:	Multiple Response
Code:	206
Write-in to be coded:	NICARAGUA CENTRAL AMERICA
Type of Response:	Multiple Response
Code:	207
Write-in to be coded:	PLANET ZENON
Type of Response:	Incomprehensible Response
Code:	Refer to next level of coding
Write-in to be coded:	SIGNAPOURE
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	TEIPEI TAIWAN
Type of Response:	Multiple Response
Code:	735

PLACE OF RESIDENCE 5 YEARS AGO OUTSIDE CANADA

Write-in to be coded:	AVEC MA COUSINE
Type of Response:	Incomprehensible Response
Code:	Refer to next level of coding
Write-in to be coded:	CFB LAHR & WEST GERMANY
Type of Response:	Multiple Response
Code:	505
Write-in to be coded:	TIWAN
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	VAE
Type of Response:	Incomprehensible Response
Code:	Refer to next level of coding
Write-in to be coded:	WETHERLANDS
Type of Response:	Misspelled Response
Code:	Refer to next level of coding

Write-in to be coded:	AFRICA BURUNDI
Type of Response:	Multiple Response
Code:	623
Write-in to be coded:	EN ALBONIE
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	HABITAIT PORTUGAL
Type of Response:	Multiple Response
Code:	577
Write-in to be coded:	ITALIE PAS ENCORE NÉE
Type of Response:	Multiple Response
Code:	573
Write-in to be coded:	N ZEALAND
Type of Response:	Abbreviated Response
Code:	813
Write-in to be coded:	NAIROBI KENYA
Type of Response:	Multiple Response
Code:	628
Write-in to be coded:	NIAMEY NIGER AFRIQUE
Type of Response:	Multiple Response
Code:	Refer to next level of coding
Write-in to be coded:	SIR LANKA
Type of Response:	Misspelled Response
Code:	762
Write-in to be coded:	SE ASIA
Type of Response:	Abbreviated Response
Code:	768
Write-in to be coded:	SURINAME VENEZUELA
Type of Response:	Multiple Response
Code:	412

PLACE OF RESIDENCE 1 YEAR AND 5 YEARS AGO INSIDE CANADA

PLACE OF RESIDENCE 1 YEAR AGO INSIDE CANADA

Write-in to be coded:	CHARLOTTE TOWN QUEENS PEI
Type of Response:	Misspelled Response
Code:	1102022
Write-in to be coded:	CHOSTER NOVA SCOTIA
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	DRAYTON VAL ALB
Type of Response:	Abbreviated Response
Code:	4811031
Write-in to be coded:	DRUMMOND
Type of Response:	Place Name only
Code:	9900443
Write-in to be coded:	MAPLE GRAVE
Type of Response:	Misspelled Response
Code:	Refer to next level of coding
Write-in to be coded:	MECHANICS VILLE ON
Type of Response:	Misspelled Response
Code:	3506014
Write-in to be coded:	ON A BOAT BC
Type of Response:	Abbreviated Response
Code:	5900000
Write-in to be coded:	PORTAGE PRAIRIE MAN
Type of Response:	Misspelled Response
Code:	9946014
Write-in to be coded:	SHAYGHENESSEY ALB
Type of Response:	Misspelled Response
Code:	4802011
Write-in to be coded:	ST JOHNS NFLD
Type of Response:	Misspelled Response
Code:	1001519
Write-in to be coded:	TOTONTO ON
Type of Response:	Misspelled Response
Code:	3520004

Write-in to be coded: VICTO QUEBEC
Type of Response: Abbreviated Response
Code: Refer to next level of coding

PLACE OF RESIDENCE 5 YEARS AGO INSIDE CANADA

Write-in to be coded: CALGARY ROSE S VALLEY
Type of Response: Multiple Response
Code: 4806016

Write-in to be coded: CANNOT REMEMBER
Type of Response: Incomprehensible Response
Code: Refer to next level of coding

Write-in to be coded: DARTH MOUTH NOUVELLE ÉCOSSE
Type of Response: Misspelled Response
Code: 1209022

Write-in to be coded: DOLLARS DES ORMAUX MONTREAL
Type of Response: Misspelled Response
Code: 2466140

Write-in to be coded: EAST BELLEVILLE NOVA SCOTIA
Type of Response: Multiple Response
Code: 1202001

Write-in to be coded: HAINES YUKON
Type of Response: Misspelled Response
Code: Refer to next level of coding

Write-in to be coded: INDIAN CITY ONTARIO
Type of Response: Misspelled Response
Code: Refer to next level of coding

Write-in to be coded: LETHBRIDGE
Type of Response: Place Name only
Code: 4802012

Write-in to be coded: MARSHAM
Type of Response: Misspelled Response
Code: Refer to next level of coding

Write-in to be coded: NO MAN S LAND
Type of Response: Incomprehensible Response
Code: Refer to next level of coding

Write-in to be coded: Q APPELLE MANITOBA
Type of Response: Misspelled Response
Code: 4706036

Helpful Training Hints - Training Database Exercises
PLACE OR RESIDENCE 1 YEAR AND 5 YEARS AGO INSIDE CANADA VARIABLE

Write-in to be coded:	RIMOUSKI GASPÉSIE
Type of Response:	Multiple Response
Code:	2410045

Write-in to be coded:	SAINT JANVIER DE CHEZEL QUEBEC
Type of Response:	Misspelled Response
Code:	2487095

Write-in to be coded:	VACOUVER OUEST CB
Type of Response:	Misspelled Response
Code:	Refer to next level of coding

Write-in to be coded:	VICTORIA
Type of Response:	Place Name only
Code:	Refer to next level of coding

MAJOR FIELD OF STUDY

Write-in to be coded:	CGA PROGRAM
Type of Response:	Abbreviated Response
Code:	193
Write-in to be coded:	SP EDUCATION
Type of Response:	Abbreviated Response
Code:	021
Write-in to be coded:	1ST CLASS WELDER
Type of Response:	Abbreviated Response
Code:	316
Write-in to be coded:	PSY NURSING
Type of Response:	Abbreviated Response
Code:	404
Write-in to be coded:	VET
Type of Response:	Abbreviated Response
Code:	255
Write-in to be coded:	ADULT EDUCSTION
Type of Response:	Misspelled Response
Code:	013
Write-in to be coded:	CHILD PHYSIOLOGY
Type of Response:	Misspelled Response
Code:	168
Write-in to be coded:	COUNCILING
Type of Response:	Misspelled Response
Code:	040
Write-in to be coded:	FFAMILY HOME CARE WORKER
Type of Response:	Misspelled Response
Code:	184
Write-in to be coded:	LEG;L SECRETARY
Type of Response:	Misspelled Response
Code:	216
Write-in to be coded:	BOOKEEPING AND OFFICE CLERK
Type of Response:	Multiple Response
Code:	218
Write-in to be coded:	COMPUTER AND MARKETING
Type of Response:	Multiple Response
Code:	444

Write-in to be coded:	ENGLISH AND LAW
Type of Response:	Multiple Response
Code:	094
Write-in to be coded:	FRENCH AND EDUCATION
Type of Response:	Multiple Response
Code:	007
Write-in to be coded:	URBAN ECONOMICS & ENVI SCIENCES
Type of Response:	Multiple Response
Code:	143
Write-in to be coded:	GRAPHIC ARTS CAMERA
Type of Response:	Non Matches Response
Code:	067
Write-in to be coded:	EXECUTIVE OFFICE ACCOUNTANT
Type of Response:	Non Matches Response
Code:	211
Write-in to be coded:	CONTRACT LAW
Type of Response:	Non Matches Response
Code:	153
Write-in to be coded:	MILITARY SCIENCE
Type of Response:	Non Matches Response
Code:	185
Write-in to be coded:	EDUCATION ENFANTS
Type of Response:	Non Matches Response
Code:	004

7. Summary of Key Points

Now that you have read the Procedures Manual and done exercises in the Training Guide and on the system to learn how to code a sociocultural variable, I will conduct an overall review of the coding procedures.

This is also an opportunity to address any problem areas which your trainees may have encountered during the training program. Encourage questions so that you may clarify any areas which may be unclear or ambiguous to the trainees.

Appendix 1 - ATRS**I. Accessing the ATRS - Census Module**

To gain access to the ATRS - Census module from the main Windows menu, choose the ATRS icon and press <ENTER>.

- (A) The welcoming screen appears, press <ENTER>.
- (B) Determine the language you wish to use and press <E> for English or <F> for French.
- (C) Enter your name or press <F10> for the employee list. Press <ENTER>.
- (D) Enter your password (if this is the first time you are accessing the system, you must create a password four to eight characters in length). Press <ENTER>

N.B. Please inform your supervisor of your password so that he or she may access ATRS for data capture in any situation where you are absent.

<p style="text-align: center;">STATISTICS CANADA ATRS VERSION 2.0</p> <p>Name : Password :</p>
--

Once the name and password are correctly entered, the ATRS Main Menu screen will appear.

<p style="text-align: center;">STATISTICS CANADA MAIN MENU</p> <p>(A) Time Reporting (B) Change Password (C) COD Monthly Report (X) Exit ATRS</p>

The following options from the main menu will be very useful.

- | | |
|---------------------------|---|
| Time Reporting | This option permits you to do the entry, correction or deletion of weekly data (hours). |
| Change Password | This option permits you to change your password. |
| COD Monthly Report | This option permits you to compare the data captured with the data in the 1996 Work Force Report (Form H-910) for each of your employees. |
| Exit ATRS | This option permits you to exit the ATRS program. |

II. Time Reporting

- (A) Choose the "(A) Time Reporting" option from the main menu and press <ENTER>. The following screen will appear:

ATRS WEEKLY WORK REPORT			
Employee Number:			
Name:			
FRC:			
Week Ending: 960331		March 25-31, 1996	
Code			
Program Element	Phase Operation	Units	Hours

II.1 Entering Your Time

- (B) You must enter your employee number or press <F10> for the employee list. When the latter is displayed, ATRS allows the user to locate the desired employee name by using the arrow keys on the keyboard; the name is then selected by means of the <ENTER> key. The employee number, name and financial responsibility center (FRC) code will appear on the screen.
- (C) Indicate the period for which data must be entered or corrected (ATRS will automatically indicate the period of the current week). The period can be entered either manually or automatically (by means of the <F10> key).
- (D) Press <Y> if information is correct. Press <N> if information is incorrect.
- (E) ATRS will permit the viewing of the data for preceding periods. To continue without viewing data for any preceding periods, press <N>. Press <Y> to view preceding period; a table of period dates appears. The double arrows in the first column identify the periods for which data have been captured. Use the arrows to locate the desired period and press <ENTER>. To continue press the <ESC> key.

- (F) To copy this information to the current week press <O>. To continue without copying the information, press <N>.
- (G) Enter the Program Element (four digits). Contact your supervisor to request your program element. Press <F10> to obtain a list of valid program elements. (Refer to Appendix A for the complete list.)
- (H) Enter the Phase Code. Press <F10> to obtain a list of valid phase codes.
- (I) The 4-digit operation code "0096" will automatically appear.
- (J) Enter the total hours corresponding to this program element for this period, and press <S> to save the information entered.

N.B. ATRS requires input of data on hours worked until the total of hours worked weekly that is recorded is 37.5 for all groups and levels (except in the case of GS personnel, who work a total of 40 hours per week).

II.2 Entering Employee Time

Once you have entered your time for the week, you must enter hours worked by your employees for that week. To do this, follow the procedure outlined in steps (B) to (J) in Section 3.1 above.

II.3 Leave Capture

Data for statutory holidays are already entered in the system. Other types of leave data must be entered according to the following procedure.

- (A) Enter the leave code. Press <F10> to obtain a list of valid leave codes
- (B) Enter the phase code. Press <F10> to obtain a list of valid phase codes.
- (C) The 4-digit operation code "0096" must be entered.
- (D) Enter the total hours corresponding to this program element for this period.

II.4 Overtime Hours

All overtime must be entered in the form of the actual number of hours worked. The system will automatically do the conversion. The following codes are to be used by processing operations personnel (note that codes <1> and <2> do not apply):

Code <3> All employees required to work overtime will be compensated at a rate of 1 ½ of their normal rate for any hours worked before or after their usual scheduled working day or on their first day of rest (Saturday).

Code <4> All employees required to work overtime on their second day of rest (Sunday) will be compensated at a rate of double (2 times) their normal rate.

N.B. When the above codes are used, the system will accept a total exceeding that of the number of hours in the regular work week

III. Schedule

The following Friday schedule must be respected by all personnel. The highlighted areas represent times where data entry is allowed.

Time	Action	Performed By
0730 to 0930	data entry	Supervisors
0930 to 0945	data re-indexation	Admin Unit
0945 to 1100	data entry	Supervisors
1100 to 1115	data re-indexation	Admin Unit
1115 to 1130	print delinquent report	Admin Unit
1130 to 1245	data entry- delinquents	Supervisors
1245 to 1300	data re-indexation	Admin Unit
1300 to 1600	financial report preparation	Admin Unit

IV. Changing your Password

- A) Choose the "(B) Change Password" option from the Main Menu.
- B) Type the current password and press <ENTER>.
- C) Type the new password and press <ENTER>.
- D) Retype the new password (for system verification) and press <ENTER>.

V. Generation of the COD Monthly Report

- (A) Choose the "(C) COD Monthly Report" option from the Main Menu and press <ENTER>. The following screen will appear:

STATISTICS CANADA (ATRS)			
MAIN MENU			
1. Jan	4. Apr	7. Jul	10. Oct
2. Feb	5. May	8. Aug	11. Nov
3. Mar	6. Jun	9. Sep	12. Dec
Enter the month for which you wish to generate a file: _____			

- (B) You must type the three (3) first letters of the month you select, and press <ENTER>.

- (C) Select the printer by choosing "LPT1" or "LPT2" and press <ENTER>. You may also cancel the printing by choosing <CANCEL> and pressing <ENTER>.

SELECT PRINTER		
LPT1	LPT2	Cancel

The following is an example of the report that will be printed. (This report is available in English only).

Page 1	MONTHLY TIME ALLOCATION 96.05.07 09:37:47								
REPORT FOR THE MONTH OF MAY									
Name	Week	Group	Op	P.E.	Phase	Rate	Hours	Salary	OT
Doe, John	960503	CR21	0096	2020	HO0010	96.00	37.50	480.00	
Week Subtotal							37.50	480.00	
Employee Subtotal							37.50	480.00	
Total							37.50	480.00	

DATA VERIFICATION

Compare the report printed to the H-910 forms. Correct (if necessary) any errors in the ATRS system. Submit the report and the H-910 forms to your supervisor.

Annexe A. Liste d'éléments de programme et de codes d'étape - List of Program Elements and Phase Codes

Élément de programme - Program Element

1980 - Edit sample Study	9210 - Sick Leave (Uncertified)	9520 - Marriage (Ex: CS, EL, ES, MA)	9930 - Leave - W/o Pay - Relocation of spouse	9981 - Visible Minority Empl. Prog
Etude de l'échantillon de contrôle	Congé de maladie (sans certificat)	Marriage (excl. CS, EL, ES, MA)	Réinstallation du conjoint - Sans solde	Prog. de rec. des membres des min. visibles
2018 - Regional Processing	9220 - Sick Leave (Certified)	9610 - Other Paid Leave - Court	9935 - Leave - W/o Pay - Paternity	9988 - National Indigenous Dev. Prog
Dépouillement régional	Congé de maladie (avec certificat)	Autre congé payé - Service judiciaire	Paternité - Sans solde	Programme nat. de perf. des autochtones
2020 - Automated Coding	9230 - Sick Without Pay	9620 - Education (Approval Required)	9940 - Leave - W/o Pay - Adoption	9990 - Non-work Hours
Codeage automatisé	Congé de maladie non payé	Études (approbation requise)	Adoption - Sans solde	Heures non travaillées
2510 - Outgoing Error Rate Study	9310 - Furlough Leave	9630 - Personnel Selection	9945 - Leave - W/o Pay - Personal Needs	9991 - Recruits - Rotation Code
Etude sur le taux d'erreur de sortie	Congé d'absence	Sélection de personnel	Obligations pers. - Sans solde	Code de rotation - Recrues
2546 - Reverse Record Check	9420 - Illness in Family	9640 - Union	9950 - Leave - w/o Pay - Care & Nurturing	9992 - Svy Dev. and Modelling Course/ES
Contrôle-verification des dossiers	Maladie/membre de la famille	Syndicat	Soins précolectives - Sans solde	Develp. enquêtes et mod./ES
2547 - Vacancy Check	9430 - Adoption	9699 - Other - Injury on Duty	9952 - Statutory Holiday	9993 - Data Analysis and Presentation
Vérification des logements inoccupés	Naissance	Autre congé payé	Congé légal	Anal. et présent. de données
2550 - Coverage Research Study	9450 - Marriage (CS, EL, ES and MA)	9910 - Compensatory Leave	9955 - Leave - W/o Pay - Strike	9994 - Svy Skills Dev./ES/CS
Etude portant sur le recensement	Adoption	Congé compensatoire	Grève - Sans solde	recrues
9110 - Vacation Leave	9490 - Family-related - Other	Leave - W/o Pay - Union Business	9970 - Liquidation and Overtime	Dev. aptitudes enr. Arc. ES/CS
Congé annuel	Origines fam. - Autre	Travail syndical - Sans solde	Régularisation des heures sup.	9998 - CAD from Other Depart.
9152 - Training - Language Formation - Langue	Personnel Leave	9915 - Leave - W/o Pay - Education	9975 - Training - Other	OAS - Autre ministère
	Bereavement	Études - Sans solde	Formation - Autres	9999 - Leave Without Pay
	Congé personnel - Décès	Leave - W/o Pay - Maternity	9980 - Leave - W/o Pay - Late Retard - Sans solde	Congé sans solde

(N.B.: Les caractères gras indiquent les codes utilisés le plus fréquemment - N.B.: Bold face indicates most frequently used codes.)

Codes d'étape - Phase Codes

DOBC - HOR	
H00010 - DA I Receipt and Registration - AD I Réception et enregistrement	H00030 - DA III 2C and Ships - AD III 2C et navires
H00011 - DA VRI Entry Maintenance - AD I Entrée dans le répertoire des RV	H00040 - Management/Administration - Gestion/Administration
H00020 - DA II Data Analysis Regular Clerks - AD II Analyse des données - Préposés ordinaires	H00050 - Special Projects - Projets spéciaux
H00031 - DA VI Data Analysis Income Clerks - AD II Analyse des données - Préposés au revenu	H00051 - No Work Assigned - Aucun travail attribué
DOBC - CVD	
D00010 - DA III RRC Control/Clean-up - AD III Contrôles/données respect. - CVD	D00017 - Coverage Research Study - Etude portant sur le recensement
D00011 - DA III RRC VY Search - AD III Recherche dans les RV - CVD	D00018 - Outgoing Error Rate Study - Etude sur le taux d'erreur de sortie
D00012 - DA III RRC Verification - AD III Vérification - CVD	D00019 - Collective Dwelling Study - Etude sur les logements collectifs
D00013 - DA III RRC Referral - AD III Renvoi - CVD	D00020 - Automated Match Study - Etude sur l'appariement automatisé
D00014 - DA III RRC Data Quality Referral - AD III Renvoi relatif à la qualité des données - CVD	D00021 - Management - Gestion
D00015 - DA III Vacancy Check - AD III Vérification des logements inoccupés	D00022 - Special Projects - Projets spéciaux
D00016 - Edit Sample Study - Etude de l'échantillon de contrôle	D00023 - No Work Assigned - Aucun travail attribué
CA - AC	
AC0001 - Mother Tongue - Langue maternelle	AC0010 - Major Field of Study - Principal domaine d'études
AC0002 - Home Language - Langue parlée à la maison	AC0011 - Ethnic Origin - Origine ethnique
AC0003 - Non-official Language - Langue non officielle	AC0012 - Citizenship - Citoyenneté
AC0004 - Place of Birth - Lieu de naissance	AC0013 - Population Group - Groupe de population
AC0005 - Indian Band/First Nation - Bande indienne/première nation	AC0014 - Place of Work - Lieu de travail
AC0006 - Place of Residence - 1 Year Ago - Inside Canada - Lieu de résidence - 1 an auparavant - au Canada	AC0015 - Relationship to Person 1 - Lien avec le Personne 1
AC0007 - Place of Residence - 1 Year Ago - Outside Canada - Lieu de résidence - 1 an auparavant - à l'extérieur du Canada	AC0016 - Management/Administration - Gestion/Administration
AC0008 - Place of Residence - 5 Years Ago - Inside Canada - Lieu de résidence - 5 ans auparavant - au Canada	AC0017 - Special Projects - Projets spéciaux
AC0009 - Place of Residence - 5 Years Ago - Outside Canada - Lieu de résidence - 5 ans auparavant - à l'extérieur du Canada	AC0018 - No Work Assigned - Aucun travail attribué
RP - PO	
RP0001 - TARE - FDIAT	RP0004 - Special Projects - Projets spéciaux
RP0002 - MISQOCS - SIGS/QCQ	RP0005 - No Work Assigned - Aucun travail attribué
RP0003 - Management/Administration - Gestion/Administration	

Appendix 2 - Form H-910 Work Force Report



1996 Census of Canada

Recensement du Canada de 1996

1996 Work Force
ReportRapport de l'effectif
de 1996Form
Formule H-910

Y - A M D - J

Week ending - Semaine se terminant le

Employee name - Nom de l'employé

Employee number - Numéro de l'employé

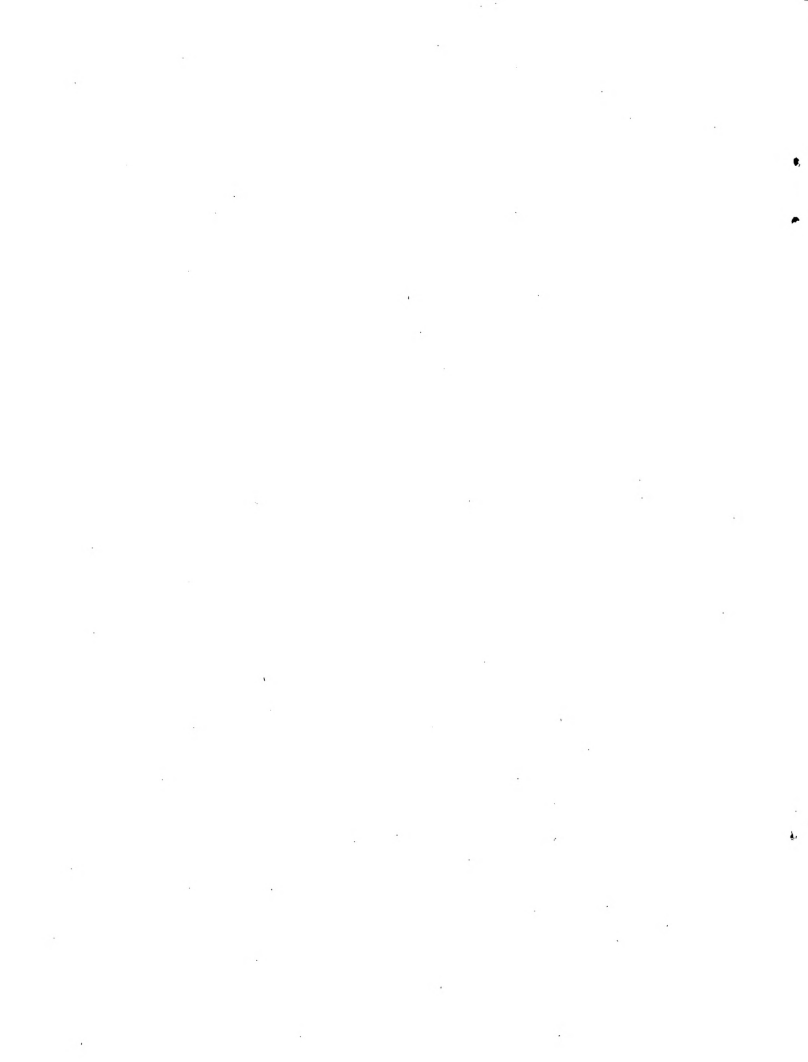
	Program element Élément de programme	Phase Étape	Regular hours Heures régulières	Overtime hours Heures supplémentaires	
				3	4
Saturday Samedi					
Sunday Dimanche					
Monday Lundi					
Tuesday Mardi					
Wednesday Mercredi					
Thursday Jeudi					
Friday Vendredi					
Total week Total des heures pour la semaine					

8-4600-94: 1995-12-08

Supervisor - Surveillant

Statistics
CanadaStatistique
Canada

Canada



Appendix 3 - AC Attendance Report

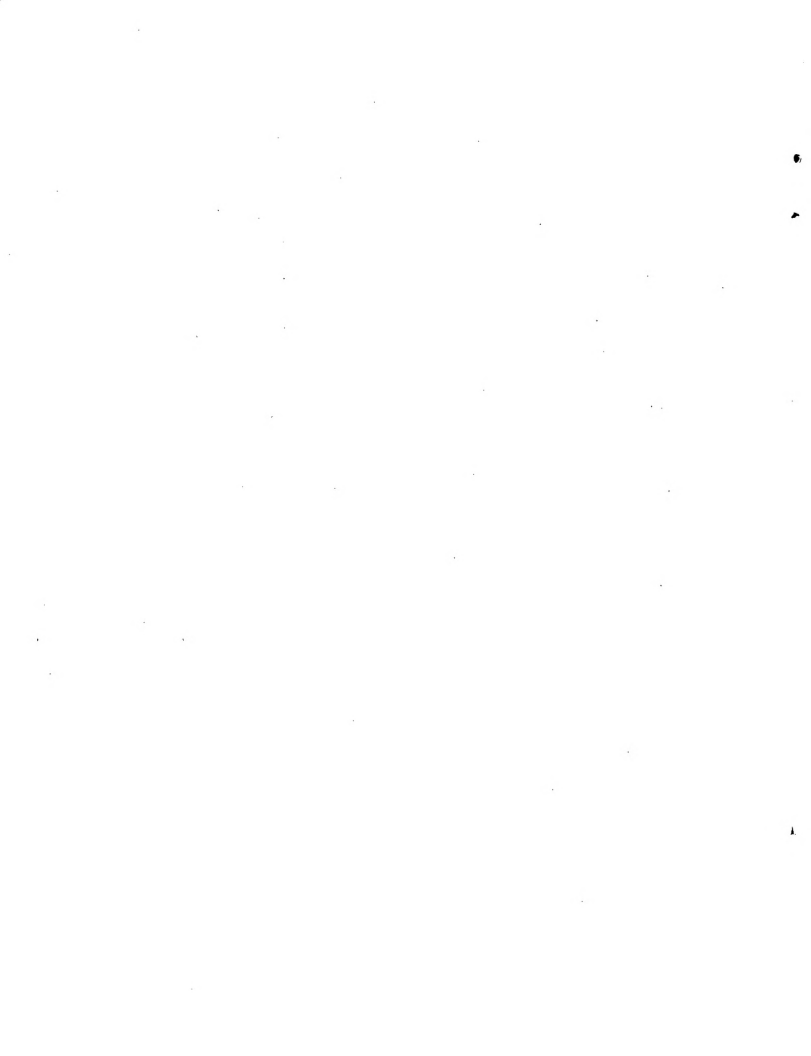


Statistics Canada Statistique Canada

Personnel Administration
Administration du personnelAttendance
ReportRapport
d'assiduité

Month - Mois Year - Année

Division			Name - Nom	
Section			SIN No. - N° d'assurance sociale	Group and level - Groupe et niveau
Day Jour	IN - ARRIVÉE		OUT - DÉPART	
	Time Heure	Signature	Time Heure	Signature
1				
2				
3				
4				
5				
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Appendix 4 - Leave Application Report

Government
of CanadaGouvernement
du CanadaLEAVE APPLICATION AND ABSENCE REPORT
DEMANDE DE CONGÉ ET RAPPORT D'ABSENCE

Type of application - Genre de demande
☐ Original or Première demande
☐ Amendment to original / Modification de la première demande
 If amendment, please indicate type of leave (code) and start date of original request / Si s'agit d'une modification, veuillez indiquer le type de congé (code) et la date de la première demande
 TYPE OF LEAVE (CODE) / TYPE DE CONGÉ (CODE) _____ Date of original request / Date de la première demande _____ D-J M Y-A

Surname (Prén) - Nom de famille (en majuscules) _____ Given name / Initials - Prénom / initiales _____ SIN - N.A.S. _____

Department - Ministère _____ Branch / Division / Section - Direction / Division / Section _____ Address / Adresse _____

Type	Code	From - Du				To - Au				Days Jours	OR OU	Hours and decimals Heures et décimales
		Hour Heure	D-J	M	Y-A	Hour Heure	D-J	M	Y-A			
Vacation vacances	1 1 0	:	:	:	:	:	:	:	:	:	:	:
Sick (Uncertified) Congé de maladie (sans certificat)	2 1 0	:	:	:	:	:	:	:	:	:	:	:
Sick certified Congé de maladie (avec certificat)	2 2 0	:	:	:	:	:	:	:	:	:	:	:
Sick without pay Congé de maladie non payé	2 3 0	:	:	:	:	:	:	:	:	:	:	:
Furlough Congé d'ancienneté	3 1 0	:	:	:	:	:	:	:	:	:	:	:
Compensatory Compensatoire	8 1 0	:	:	:	:	:	:	:	:	:	:	:

FOR ALL OTHER LEAVE TYPES SEE REVERSE - VOIR AU VERSO POUR TOUT AUTRE TYPE DE CONGÉ

Family related responsibilities Obligations familiales	:	:	:	:	:	:	:	:	:	:	:	:
Other paid leave Autre congé payé	:	:	:	:	:	:	:	:	:	:	:	:
Leave without pay Congé non payé	:	:	:	:	:	:	:	:	:	:	:	:

For all other leave types requested, give reason(s) here and/or quote article and sub-article of applicable collective agreement.
 Pour tout autre type de congés, indiquez ci-dessous la (les) raison(s) et/ou citez l'article de la convention collective applicable.

Sick leave declaration: I declare on my honour that due to illness or injury, I was incapable of performing the duties of my position during the entire period of absence for which leave is requested as indicated.
 Déclaration de congé de maladie: Je déclare sur mon honneur avoir été incapable, par suite de maladie ou de blessure, de remplir les fonctions de mon poste durant toute la période d'absence pour laquelle j'ai demandé un congé.

Physicians certificate form NHW 500 - certificat médical, formule SBS 500.
☐ Completed and attached / Rempli et annexé
☐ To follow / À suivre

☐ Unobtainable - statement attached
 Impossible à obtenir - déclaration annexée

Employee's signature - Signature de l'employé(e) _____ Date _____

I request leave as stated above
 Je demande un congé pour la raison indiquée ci-dessus
 Compressed work week
 Semaine de travail comprimée ☐ Yes / Oui ☐ No / Non

Employee's signature - Signature de l'employé(e) _____ Date _____

Recommended - Recommandé

Supervisor's signature - Signature du superviseur _____ Date _____

Report of accident on duty
 Rapport relatif à un accident durant les heures de service

☐ Attached / Annexé ☐ To follow / À suivre ☐ Previously submitted / Soumis antérieurement

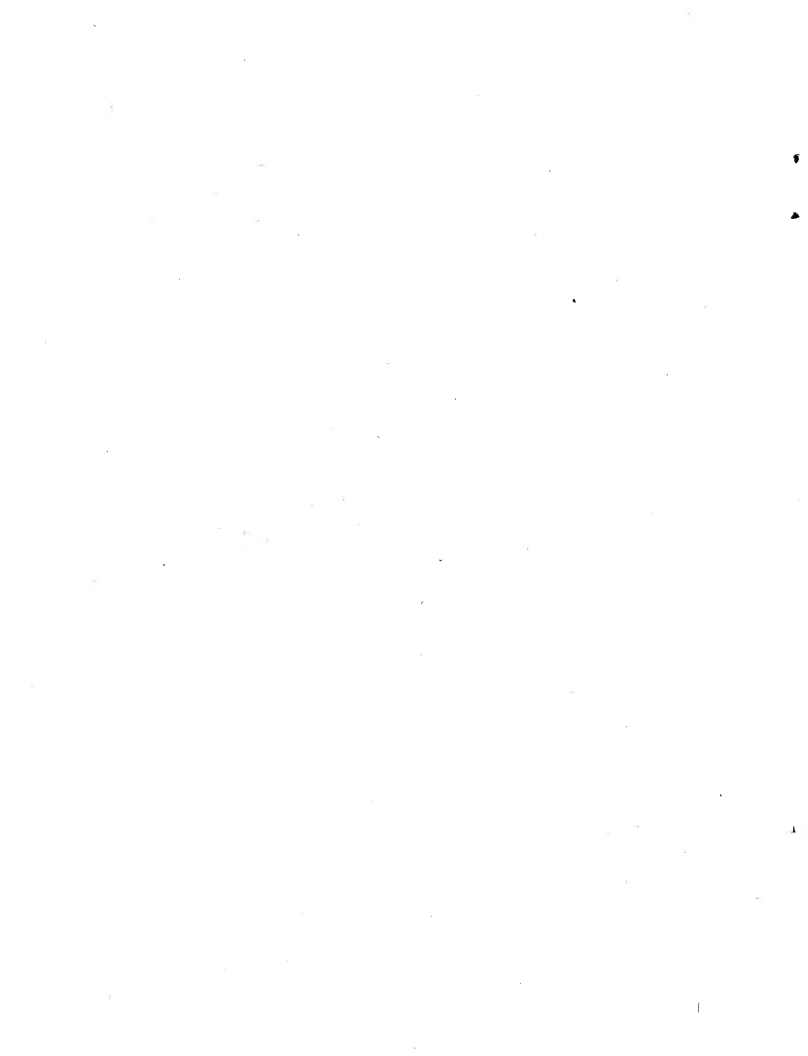
Approved by authorized officer - Approuvé par l'agent autorisé

Signature _____ Date _____

Leave Credits / Solde de congés
 Code Code Hours / Heures

Leave recorded / Congé enregistré
 Init. Date Init. Date

Pay form (if applicable) / Formulaire de paie (au besoin)
 Init. Date Init. Date



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